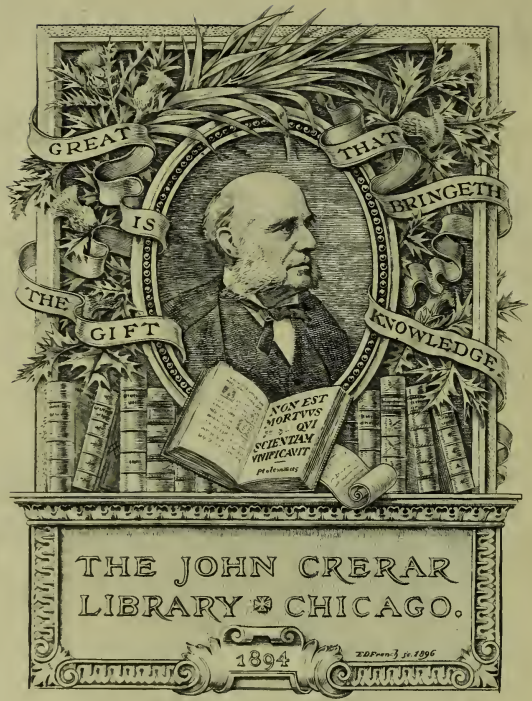
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NON EST MORTUUS QUI SCIENTIAM VIVIFICAVIT
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State Normal School.

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BULLETIN OF THE

MISSOURI STATE NORMAL SCHOOL

FOURTH DISTRICT

VOL. IX SPRINGFIELD, MO., JULY, 1915 NO. 2

Catalogue Number 1915

PUBLISHED BY THE
FOURTH DISTRICT STATE NORMAL SCHOOL

Issued Quarterly
April, July, October and January

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Inland Printing Company, Springfield, Missouri.

SCHOOL CALENDAR

1915-1916.

Registration for Fall Term—Monday, September 13.
Class Work begins for Fall Term—Tuesday, September 14.
Annual School Picnic—Friday, October 1.
Girls' Annual Reception—Hallowe'en, October 30.
Fall Term Examinations—December 3.
Registration for Winter Term—Monday, December 6.
Christmas Vesper Service—Sunday, December 12.
Christmas Vacation—December 17 to January 3.
Oratorical Contest for Men—Saturday, January 29.
Oratorical Contest for Women—February 5.
Boys' Annual Reception—Valentine, February 14.
Inter-Society Debates—February 25, 26, March 3, 4.
Winter Term Examinations—March 10.
Registration for Spring Term—Monday, March 13.
Y. M. C. A. and Y. W. C. A. Reception—Saturday, March 18.
Faculty Annual Reception—Saturday, April 15.
Declamatory Contest—April 22.
Easter Vesper Service—Sunday, April 23.
New Classes for Approved Grades—Monday, April 24.
Southwest Missouri Teachers' Association—April 27, 28, 29.
Annual High School Track Meet—April 29.
May Day Festival—May 1.
Annual Inter-Normal School Debates—May 8.
Spring Term Examinations—Wednesday, May 31.
Registration for Summer Term—Thursday, June 1.
First Class Work for Summer Term—Friday and Saturday, June 2, 3.
End of First Approved Grades—June 30.
Baccalaureate Address—Sunday, August 6.
Summer Term Examinations—August 9.
Commencement and Alumni Banquet—August 10.
Examination for Certificate by State Superintendent—August 11, 12.

BOARD OF REGENTS

I. GLASER, Springfield.
J. H. CASE, Marshfield. } Term expires January, 1921.

J. J. SCHNEIDER, Springfield.
W. S. CANDLER, Mountain Grove. } Term expires January, 1919.

J. M. YATER, Nevada.
C. A. LOCKWOOD, Lamar. } Term expires January, 1917.

H. A. GASS, State Superintendent Public Schools, Ex-Officio.

OFFICERS.

J. J. SCHNEIDER, Springfield, President of Board.
W. S. CANDLER, Vice-President of Board.
FRANK C. MANN, Springfield, Secretary of Board.
JOHN T. YOUNG, Springfield, Treasurer of Board.
W. T. CARRINGTON, President of the School.

COMMITTEES.

Organization and Teachers Committee.

J. M. YATER, J. H. CASE, W. S. CANDLER,
H. A. GASS, State Superintendent Public Schools.
J. J. SCHNEIDER, Ex-Officio Chairman.

Executive Committee.

W. S. CANDLER, C. A. LOCKWOOD, I. GLASER,
J. J. SCHNEIDER, Ex-Officio Chairman.

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FACULTY

W. T. CARRINGTON, B. S. in Ed. (Kirksville), A. M. (McGee)
President.

Department of Education.

M. A. O'REAR, A. B. and B. S. in Ed. (U. of Mo.)
Methods and Director of Training School.

F. F. THOMPSON, B. L. and B. S. in Ed. (U. of Mo.)
Rural School Education.

THEO. W. H. IRION, A. B. and B. S. in Ed. (U. of Mo.)
Psychology and History of Education.

W. Y. FOSTER, B. Pe. (Springfield)
Administration.

BLANCHE SKINNER, B. Pe. (Normal, Ill.)
Observation, Story and Nature.

MRS. THEODOSIA CALLAWAY, B. Pe. (Warrensburg)
High School Teaching and Critic.

ADDA M. STARRETT, B. Pe. (Greeley, Colo.)
Seventh and Eighth Grade Teaching and Critic.

ELIZABETH BRAGG, B. Pe. (Springfield, Mo.)
Fifth and Sixth Grade Teaching and Critic.

ELSIE GREATHEAD, B. S. in Ed. (Teachers' College, N. Y.)
Third and Fourth Grade Teaching and Critic.

ESTELLE HINTON, B. S. in Ed. (Teachers' College, N. Y.)
Primary Teaching and Critic.

Department of English.

Virginia J. Craig, A. M. (Washington U.), Ph. D. (U. of Penn.)
English Language and Literature.

Elizabeth Faulkner, B. S. in Ed., A. B. (U. of Mo.)
Literature and Composition.

Mary Davis, B. Pe. (Warrensburg), A. B. and B. S. in Ed. (U. of Mo.)
Literature and Grammar.

Mary Woods, B. Pe. (Springfield), A. B. (Drury)
Literature.

Christiana Hyatt, B. Pe. (Cape Girardeau)
Expression.

Department of Science.

Charles E. Marston, A. M. (Drury)
Dean and Earth Sciences.

Allen P. Temple, B. S. (Ohio Wesleyan)
Physics and Chemistry.

D. T. Kizer, A. M. (Wittenburg), M. D. (Starling Ohio M. C.)
Health and Biological Sciences.

C. B. Gentry, B. S., A. B. (Chicago)
Agriculture.

Department of Foreign Languages.

Norman Freudenberger, A. B. (U. of Mo.), A. M. (U. of Mo. and Harvard)
Latin Language and Literature.

Anna L. Blair, B. Pe. (Springfield), A. B. (Mo. Valley)
German Language and Literature.

Bertha Wells, B. Pe. (Springfield), A. B. (Drury)
Latin and German.

Department of Mathematics.

CLYDE M. HILL, B. Pe. (Springfield), A. B. (Drury), A. M. (Columbia University, N. Y.)
College Mathematics.

SUE S. PERKINS, B. Pe. (Warrensburg), A. B. and B. S. in Ed. (U. of Mo.)
Algebra and Geometry.

SHELTON J. PHELPS, B. S. Ed. (Springfield)
Algebra and Arithmetic.

Department of History and Government.

JAMES W. SHANNON, Ph. B. (U. of Wis.)
European History, Economics and Government.

THOMAS J. WALKER, B. Pe. (Springfield)
Ancient and American History.

LOUISE NIXON, B. Pe. (Springfield), A. B. (Drury)
Assistant in History.

Department of Home Economics.

ADAH LEWIS, B. S. and M. S. (Kan. State Col.)
Domestic Science and Art.

ROMAINE ROACH, B. S. Home Ec. (U. of Mo.)
Domestic Art and Science.

Department of Art.

LILLIAN G. BARKER, (Chicago and New York Art Schools)
Drawing.

STELLA CASE HARRIS, B. Pe. (Springfield), A. B. (Drury)
Manual Arts.

AZALIA BADGLEY, B. Pe. (Springfield)
Substitute in Art.

J. D. DELP, B. Pe. (Springfield)
Penmanship and Bookkeeping.

Department of Music.

C. P. KINSEY, B. M. (Chicago Musical College); (Sterns Conservatory, Berlin)
Public School Music.

MRS. AGNES DADE COWAN,
Vocal Music.

MRS. C. P. KINSEY, (Sterns Conservatory, Berlin)
Piano.

SIDNEY F. MYERS, (Chicago Musical College)
Violin, Orchestra and Band.

HENRIETTA KELLER, B. Pe. (Springfield)
Piano Assistant.

Department of Physical Training.

A. W. BRIGGS, (Spingfield, Mass., Training School)
Athletics and Men's Physical Training.

DOROTHY JESSUP, B. S. (Teachers' College), A. B. (Vassar)
Assistant and Women's Physical Training.

Department of Library Science.

WM. A. DAGGETT, A. B. (Drury)
Librarian and Library Economics.

GRACE PALMER, B. Pe. (Springfield), A. B. (Drury)
Assistant.

Office Assistants.

ELIZABETH PARK, B. S., M. S. (Drury)
Dean of Women.

W. H. LYNCH, A. B. and A. M. (U. of Mo.)
School Visitor.

MILDRED COVINGTON,
Secretary to President.

HISTORY AND STATISTICS

WHAT IS A NORMAL SCHOOL?

The State's purpose in establishing Normal Schools, as expressed in the Statutes, is to "prepare young men and young women to be competent teachers in the public schools of the State."

The Normal School must be more than a high school; more than a training school; more than a college; more than an industrial school. It must be all of these in one.

It must offer the best instruction in all subjects taught in high schools. It must offer work leading to liberal arts and of such character as to develop deep scholarship and give broad culture.

A teacher must not be less than we would have her pupils be. Nothing is more pitiable than great scholarship out of harmony with the thing it would do.

Every teacher needs industrial training. Instruction in the arts and crafts will be better done if given under the influence of right pedagogical conception and practice.

The Normal School has become more practical and thorough because of its manual and domestic arts. Agriculture and home economics are emphasized and teachers prepared to teach them in graded and high schools, both rural and city.

There is science of teaching as well as art in teaching. The foundation for training is laid in the study of psychology, philosophy and history of education. The Greenwood School is the laboratory in which the science is tested and the art practiced.

Scholarship alone will not prepare for first-class teaching; to ripe scholarship must be added thorough training in the science and practice of teaching. The best schools are gradually dropping untrained and inefficient teachers.

A Normal School to fulfill its mission must maintain courses in which are worked out the best, the latest, and the most scientific principles and practices in education.

As a rule teachers in the upper grades and in the high schools know far less about the principles of teaching than do the primary teachers. Grade and high school teachers are urged to choose professional courses related to the work they expect to do. A special course is offered for those who may teach in rural schools.

THE GROWTH OF THE NORMAL.

The State Normal School, Fourth District, opened its first term June 11, 1906. After nine years of strenuous work, sometimes under unfavorable physical environments, it offers opportunities for thorough scholarship and for excellent preparation for all grades of public school teaching.

Definite information on enrollment and attendance follow:

	Spring	Summer	Fall	Winter
1906 enrollment		543	173	240
1907 enrollment	397	726	310	326
1908 enrollment	488	841	353	372
1909 enrollment	534	761	400	459
1910 enrollment	551	937	405	449
1911 enrollment	560	919	464	536
1912 enrollment	786	1256	490	565
1913 enrollment	905	1447	537	619
1914 enrollment	1010	1608	531	582
1915 enrollment	844	1410		

Total enrollment September to September 1906-7	934
Total enrollment September to September 1907-8	1087
Total enrollment September to September 1908-9	1237
Total enrollment September to September 1909-10	1388
Total enrollment September to September 1910-11	1408
Total enrollment September to September 1911-12	1724
Total enrollment September to September 1912-13	2018
Total enrollment September to September 1913-14	2166
Total enrollment September to September 1914-15	1899
Number of individuals enrolled since June, 1906	6453
Average daily attendance—1906-7	315
Average daily attendance—1907-8	360

Average daily attendance—1908-9	427
Average daily attendance—1909-10	498
Average daily attendance—1910-11	516
Average daily attendance—1911-12	627
Average daily attendance—1912-13	781
Average daily attendance—1913-14	849
Average daily attendance—1914-15	786

THE FACULTY.

Members of the faculty hold degrees from three or four institutions, but in no case have more than two degrees been given on the faculty page; some have studied at colleges and universities from which they have no degree.

All have had rich experience as teachers, most of them in every grade of school work. They know conditions from the rural school to the university. No other normal school faculty surpasses this one in scholastic attainments or in ability to solve successfully practical school problems. They are active members of local, state and national teachers' associations.

BUILDINGS AND GROUNDS.

As one enters the forty-acre campus from the National Boulevard, which bounds it on the east, he is impressed with spaciousness of the grounds, abundance of shade trees and the simple beauty of the macadam drives and lawn-bordered walks. The stately mass of white stone, relieved by red granite base and red tile roof, is the main building, the entrance to which is exactly in the center of the campus. Above the entrance, graceful Ionic columns add dignity to the structure.

Marble stairways lead to the gymnasium and to the departments of Domestic Science, Manual Arts, the Primary and High School departments on the first floor; and another, of the same material, leads up to the second floor where are the offices, the library, the auditorium and the departments of Education and Language. All other stairways are of Terazza as are the corridor floors. Where stone and iron were not deemed practicable, hard wood is in use. The most striking qualities of the building, however, are not so much its being fire proof and durable

as its arrangement for a bounteous supply of light and air. Winter and summer the rooms are comfortable and sanitary. While it has been in contsant use for seven years, much of the time overcrowded, it is still bright and new.

The auditorium and the gymnasium are in constant use. It is the best school auditorium in the State, having 1168 opera chairs. The stage is large, having a pipe organ costing $5,000, and room for choruses of 200 voices and large orchestra. The gymnasium is 54 feet by 78 feet and is equipped for both men and women. This new addition contains six music rooms designed especially for the conservatory.

From the west front a walk and double driveway extend to the terminus of the Monroe street car line, running direct to the heart of the city.

LIBRARY AND STUDY HALL.

The most characteristic thing in the school is the library; it is its soul.

The library of this Normal School is not large, but has been wisely chosen. The school is willing to be judged by it and the use of it. There are at present in the library 12,000 volumes.

The library is well equipped with magazines, newspapers, dictionaries, encyclopedias, and reference books bearing upon all the subjects taught in the school. Such periodical literature as is of permanent value is preserved in bound volumes and is made accessible by the "Readers' Guide" and other indexes.

All material has been selected to meet the needs of the students in connection with their class room work and their student life in general. Because of this, and also because of the liberal number of duplicates, the working value of the collection is great.

The growth of public school libraries in recent years has been phenomenal. As a result of this teachers need training in book selection, in use of libraries, in care of books, etc.

Anyone who has completed as much as a full high school course may learn library science and get practice to enable him to become an efficient school librarian by working two terms in the library.

The study hall is in connection with the library and under the supervision of the librarian and assistant.

LABORATORIES.

The school has well equipped laboratories in Geographical, Biological, Agricultural, Domestic, and Physical Sciences.

The Geography laboratory is supplied with heavy oak tables, of superior design and finish for students' use, a massive demonstration table for the teacher's use, including the best features of the best tables manufactured, and individual stereoscopes for students' work with a large collection of stereoscopic views covering the whole field.

Individual desks for twenty-four pupils have been provided in the Biological Laboratory, each desk being supplied with gas and water. The equipment includes full sets of everything usually found in the best equipped laboratories.

The Chemical Laboratory is a model, with every modern convenience for the student. The Physical Laboratory includes the best apparatus, such as to enable the student to get his information "first hand" and to enable the teacher to clearly demonstrate the fundamentals of the subject. Tables for students' work and for demonstration follow the general line of the geography tables and are equipped with gas, water, electricity and compressed air.

An Agricultural Laboratory has been equipped with everything necessary to giving successfully general agriculture, dairying, soils, and farm management. A poultry house and a greenhouse have been added. The school has six acres for experimental and illustrative purposes, an orchard of many varieties of fruit, and fifty-one garden plots. Experiments with grains, grasses and other farm products are made on nine farm plots; nine types of rotation. This department has access to several fine stock farms, dairies, large orchards, and gardens.

Home Economic: Two large rooms on the first floor have been thoroughly equipped; one with sewing machines, and sewing tables, and other things needed in domestic art work; the other with gas ranges, cook tables, sinks, cooking utensils and all things found in the modern domestic science equipment.

The school is well equipped, just enough, not too much, for the purpose of preparing teachers of science for high schools.

HOW MATRICULATE

ENTER ON TIME.

The best time to enter school is on the morning of the first day of the term. New classes are formed at the beginning of each term and at the middle of the spring term. A student is at a great disadvantage when he begins a new subject even a few days late. Notice the calendar found on page 2. One day is devoted to making schedules. Recitations begin on second morning at the first of each term. On first day the president and all members of the faculty are in the building to assist in making schedules and to advise with students. During the day students may visit their recitation rooms and find on the blackboards their lesson assignments and the lists of text books needed.

Students entering for the first time should bring with them their grade cards, certificates, or other evidences of scholarship. We accredit grades from all reputable institutions. Students who bring these credentials save time and worry.

ADMISSION.

Applicants for admission must be 16 years of age and must furnish satisfactory evidence of good moral character. A letter from the head of the last school attended or from the county superintendent is sufficient.

Any person holding a teacher's certificate or certificate of graduation from any reputable school will be admitted and classified without examination. One may receive credit for home study for the first term of all subjects required for county certificates by taking examination on subject matter included and by studying the other term or terms in the Normal School.

All persons of public school age are advised to complete the course of study in the schools of the district in which they reside before entering the Normal School. All persons over that age will be admitted and

classified on presentation of evidence of scholarship sufficient to do the work of our school.

Persons transferring from other schools should bring evidence of good standing in such institutions.

CREDITS IN ADVANCE.

Persons who have attended other schools should bring with them, or send in advance, any grades or statements of work done. *We give full faith and credit to work done in any public school or other reputable institution.* Graduates from first class approved four-year high schools are given forty-eight term credits in lump on entering. Graduates of second class approved three-year high schools are given thirty-six term credits, and graduates of third class approved high schools are given twenty-four term credits. *The unit of measurement in the Normal School is a term's work of twelve weeks of daily recitation in one subject requiring preparation.* It is called a term credit.

The acceptance of lump credits from high schools enables us to assign students to any work that is deemed best. Our aim is to encourage all to work along lines that best prepares for teaching and at the same time counts most towards good scholarship. Thoroughness in subjects to be taught is often better than slight acquaintance with college subjects.

AVOID MISTAKES.

It is possible for students to enter school and begin work before fully understanding some conditions and before making it clear to the president or enrollment committee just what they hope to accomplish. The following mistakes should be avoided:

1. Do not enroll in subjects that have been completed in high school or elsewhere.

2. Do not skip any work because it is difficult—especially do not omit anything necessary in sequence.

3. Do not expect to make complete records in less than one full term. So far as possible opportunity will be offered for double courses in all subjects required for county certificate during the last half of spring term and both halves of summer term.

4. Do not expect double work in more advanced subjects at any time except summer term and then only in such subjects as may be definitely stated in programs.

5. Do not expect grades if you enter after classes start or leave before the work is finished. Reviews may be entered at any time, but new subject cannot be entered except at beginning of a term.

6. Do not think of specializing too early. It is a lop-sided schedule that has courses two and more years apart. Keep the work even.

MAKING A SCHEDULE.

The making of a schedule is a very simple affair and need cause one no anxiety. For the benefit of new students, we make the following suggestions as to the method of procedure in making schedules:

1. Present your credentials to the president or to some other member of the classification committee. Study with him the daily program and decide upon the studies desired.

2. Take the Classification (yellow) Card to the head of each department in which you wish to take work and ask for his signature.

3. Present the Classification Card (thus signed) to the president for his approval.

4. Secure an Enrollment Blank of the registrar in the office and fill out all the information desired thereon.

5. Pay the registrar your incidental fee and secure your Program (white) Card.

6. Purchase books by your Program (white) Card. The storekeeper will tell you what books you need.

7. Visit the class rooms to which you are assigned, meet your teachers, and secure the assignment of lessons.

FREE SCHOLARSHIPS.

Graduates of rural and high schools in the twenty-two (22) counties of the Fourth District will be given free incidental fee if used within twelve months from date of graduation, as follows:

The best rural graduate in any county—three terms—value $18.

The best rural graduate in any municipal township—one term—value $6.

One graduate of first class high school—three terms—value $18.

One graduate of second class high school—two terms—value $12.

One graduate of third class high school—one term—value $6.

The county superintendent determines what rural graduates are entitled to free scholarships.

The principals of high schools determine what high school graduates—one of the best five in any high school—are entitled to free scholarships.

TEXT BOOKS.

The school keeps on hand a supply of all text books used in the school. New books are supplied to students at list price. Second-hand books, when kept in good condition, are bought back at end of the term and re-sold to students at cost. Students who are careful in handling books need not spend more than one dollar ($1.00) per term for use of books.

Many students prefer to keep their books. Our way of handling them favors this, and at the same time encourages students to take good care of their books, an important lesson for the prospective teacher to learn. Every teacher should cultivate the proper use of, and respect for, good books.

No student ever has too many text books at his command. All are advised to bring from home all books they have on any subject they expect to study in the school.

STUDENT ORGANIZATIONS

The Normal School takes a just pride in its literary societies, in its Christian organizations, in its athletics, in its orchestra and band, in its glee and choral clubs, and in its publications.

The young women of the school entertain at Hallowe'en, the young men on Valentine day, the Y. W. and Y. M. early in spring term, and the faculty late in April. The entire school enjoys an outing each October, called "the annual picnic."

LITERARY SOCIETIES.

The Normal School supports four literary societies, the Bentonian, the Carrington, the N. D. C., and the Emersonian. Both young men and young women are eligible to membership in each. Friday evening of each week is set apart for this work.

Every student should have training in public speaking, logical arrangement of argument, parliamentary practice, self control, and the power of initiative. Each literary society places this invaluable training within the reach of every ambitious student, and in addition promotes "good fellowship."

Two oratorical contests, open to all students doing college rank work, are held each year. One is a contest for young women and the other for young men. The prizes in the contest of young women are fifteen dollars for first honor and ten dollars for second honor. The prizes in the contest of young men are the privilege of representing the school in the State inter-normal oratorical contest for first honor and ten dollars for second honor.

A declamatory contest is held each year between representatives of the different literary societies.

A series of four public debates takes place each year, between representatives of the Bentonians, the Carringtons, the N. D. C.'s and the

Emersonians. A beautiful loving cup is offered as a trophy in each contest. The debaters in these contests are carefully chosen, and for months they make diligent preparation for these spirited contests. On the nights of the contests the student body and numerous friends of the school are present. They never fail to hear excellent debates.

Inter-normal school debates are held each year between representatives of three state normal schools. In the spring of 1916 there will be a debate at Springfield between representatives of Kirksville and Springfield; another at Cape Girardeau between representatives of Springfield and Cape Girardeau; a third at Kirksville between Cape Girardeau and Kirksville.

All inter-school debaters receive one term credit and inter-society debaters receive one-half term credit for debating on condition that they work according to schedules of the literary society committee of the faculty, that they are faithful in class work, and that they do not attempt to make more than four and one-half term credits, including debating, in the term during which they are working on a public debate.

ATHLETICS.

The Athletic department is one of the important factors in the social life of the school. During the year games are arranged with other schools and colleges. The students look forward with a great deal of interest to the contests with Pittsburg Normal, Rolla School of Mines and Drury College.

The school is now a member of the Missouri College Conference and will have an opportunity to compete for state championship in the four major branches of athletics—football, basketball, baseball and track.

No student is allowed to participate in athletics to the detriment of his other school work.

The athletic field is located on the northwest corner of the campus and is used for all outdoor sports, including baseball, football, track and field athletics, and for general recreation. It is equipped with a quarter mile oval track, one hundred-yard straightaway, pits for high jump, pole vault, broad jump, elevated circle for hammer and discus throwing and shot putting, and a baseball diamond. Five good tennis courts are

located north of Academic Hall, fully equipped with nets, etc., and can be used at certain hours during the day. Volley ball and hockey courts are just north of tennis courts.

CHRISTIAN ASSOCIATIONS.

Many students are church members and attend the churches and Sunday Schools of their choice. They are welcomed by the churches and Sunday Schools of the city. A strong Christian spirit pervades the student body and the teaching corps; this spirit is devoid of sectarianism.

This religious sentiment and purpose have crystallized in two organizations: the Y. M. C. A. and the Y. W. C. A. These are active in a social way and have a wholesome influence in the school community. Each organization holds its weekly meeting for devotion and for Bible study. Quite frequently a social affair under their respective or joint auspices brings large numbers of the students together and fosters good fellowship. They support the school effectively and their helpfulness to fellow-students exhibits itself in many ways.

Both organizations are largely represented at all local, district, state and national conventions. All these relations bring good influences into the Normal life and send it out in all directions for the community good where Normal students teach.

The regular meetings are held every Thursday afternoon at the close of school.

SOCIAL LIFE.

A spirit of genuine sociality in a student community is to be commended. A general participation in the amenities of social life is always to be encouraged. No student can afford to disregard the social opportunities afforded by his school days. Facility in meeting people, aptness in social usage, good address, and an engaging personality are fundamental to success in these days of sharp competition in all the walks of life.

Saturday night is set apart as social night. All social affairs should as far as possible be confined to this one night of the week. Exceptions to this plan should be arranged in consultation with the president.

STUDENT PUBLICATIONS.

The Southwest Standard is a monthly, in magazine form, published by the students. It is devoted to education in general and to the Springfield State Normal School in particular. It is well supported by the student body, by the alumni and old students. All who wish to keep in sympathetic touch with the school should read it regularly.

The Ozarko is an Annual, in book form, published by the Junior class. It is worth more than it costs. It is the best souvenir a local student can take home with him. It tones up the literary and artistic endeavors of the student. In after years, it will be a pleasure to consult it for the purpose of renewing old acquaintances.

GOVERNMENT OF STUDENTS

RULES AND REGULATIONS.

Unless excused for cause students are expected to be present at all general exercises of the school and must be present at every regular recitation and perform faithfully the duties assigned them.

No student shall discontinue a study except for good cause, of which the department teacher and the president of the faculty shall be the judges.

At all times the conduct of students must be such as becomes ladies and gentlemen. Attendance at questionable resorts and participation in questionable amusements and parties are strictly prohibited.

Students leaving school without being regularly excused by the president will be considered suspended.

Privileges and excuses must be obtained from the president of the faculty or from the dean in the absence of the president.

For all absences from class excuse should be given to the teacher in charge.

All students should keep the office informed in regard to their boarding places in order that telegrams, telephone calls and visitors may find them easily.

WORTH MEMORIZING.

Bear in mind that the good name of any organization depends upon the character of its individual members. Be choice in your selection of intimate companions.

Be prompt and regular in attendance at all places where you are expected to be. A reputation for so doing is above price.

Give special attention to the laws of health and your physical well-being. The body is the temple in which the spirit dwells.

Be courteous to every one, especially to teachers, fellow-students, and those with whom you board. Feel free to counsel with your teachers; regard them as personal friends.

Remember that the student is not simply preparing for life, but is now having a life, which is as important and significant as that of later years.

Be governed by the same rules affecting the rights of others that controlled you before entering school, and will govern you when school days are over.

Do not undervalue church privileges. Identify yourself in some way with a church whether you are a member or not. Remember church attendance while a student will add much to your personality and influence for good when a teacher.

Remember your agreements. Be honest with the school as with an individual. Meet all obligations promptly.

Have the courage of your convictions and stand firmly and kindly for the right. School-life affords many opportunities for exercising this element of character. Be helpful to your fellow-students.

Write frequently to your home people, especially to your mother. Do not spend much time in idle correspondence. The losses will be greater than the gains.

HEALTH AND COMFORT.

The school has not been greatly troubled with contagions and epidemics. Good, pure water, mountain air and golden sunshine make it easy to guard the health of students. One member of the faculty is a graduate in medicine and is charged with the duties of a health commissioner. He keeps everything in excellent sanitary condition in and around the school premises. Getting sick in Springfield is usually a case of carelessness. No one will ever become ill on account of conditions at the school.

The school physician will be glad to consult with and advise students on questions of health. No charge is made for consultation and advice and students should consult him freely.

A woman's rest room is properly furnished and kept constantly in reserve for cases of temporary illness or emergencies.

The Dean of Women is employed by the board to be of service to the young ladies. They are requested to report all cases of illness to her and to inform her of any change in boarding place. They should consult her freely upon any topic that concerns their welfare and thus take advantage of her large experience in meeting problems similar to theirs.

SELF-CONTROL AND CONDUCT.

The school has not formulated any rules of conduct, nor indulged any espionage. Students conduct themselves as members of a law-abiding community and each takes pride in the good name of the community.

Students of a normal school must be independent, self-reliant, self-initiative, and able to practice self-restraint when necessary. Those who cannot do this will not make good teachers. Students out of harmony with the above will be advised that they are not in the right school.

Arrange a program to guide you in your hours of study, rest and recreation. The habit will be of great value in meeting the demands of a full life.

Do not sever your connection with the institution without explaining your case to some one in authority. The relations of school life are as important as those of business life.

BOARD AND OTHER EXPENSES

HOW TO FIND WAY IN SPRINGFIELD.

The Normal building is reached by electric car line from all parts of the city. On reaching Springfield students should take the electric car at the depot, going south, and ask the conductor for transfer at the square to the Monroe street line, which runs direct to the State Normal.

Both "Y" organizations assist new students in finding suitable boarding and in making them feel at home as citizens of the school community. The new student may well seek their advice and fellowship. Do not arrange boarding with strangers before consulting the president, dean or adviser of women at the Normal School.

Students who arrive in Springfield in the daytime will find no difficulty in coming by street car from the depot to the Normal building. The new student will be met at night at the depot, if due notice of the time of his coming is given to the president. Street cars do not run after 11 p. m. or before 6 a. m. Those who meet trains as representatives of the Normal School wear pennants of the school colors—white and maroon.

BOARDING.

Many find boarding in private families for $4.00 to $4.50. There are many excellent private boarding houses within a few blocks of the school.

Others rent rooms and board themselves. These get just what they want at from $3.00 to $3.50 per week for room and board.

There are clubs of young men and young women separate, in which ten or more arrange for meals at one place and rooms at another. This costs them from $2.50 to $3.50 per week for room and board.

IRVINGTON HALL.

When the present Normal School building was first occupied there were few boarding places near it. To accommodate the young women "The Irvington Dormitory Company" was organized and erected the two buildings now occupied by "Irvington Hall," which accommodates sixty-four young women. The Board of Regents leased this property and has since managed it in the interest of the young women of the Normal School. It has been admirably managed. It is heated by steam, lighted by electricity, well ventilated, and has six toilet rooms with a bathtub in each, supplied with both hot and cold water. It provides the best that can be furnished for the money. Meals $2.50 per week for all who room in the house and $2.75 for others who may room near. The room will be rented by the month in advance from $6.00 to $8.00 per month whether occupied by one or two persons. Students are expected to bring a counterpane and a comfort or blanket, also furnish their own towels. Rooms in dormitory should be engaged early.

INCIDENTAL FEE.

There is no tuition fee. The State pays salaries of the faculty. An incidental fee is charged to pay for heating, lighting, cleaning and repairing the building and in taking care of the property.

The incidental fee is $6.00 for each and every term, paid in advance. No one is enrolled for less than half a term. Any one enrolling at the beginning of the term or before the middle of term will pay fee for full term; others half of the fee.

Incidental fees are refunded only on account of protracted illness.

No pupil will be enrolled in classes without showing receipt for incidental fee.

Pupils who may wish to pay for terms in advance may pay $11.00 for two terms, $16.00 for three terms, and $20.00 for four terms.

LOCKERS AND ATHLETIC GAMES.

Hereafter every student will pay $1.00 each term when he pays the incidental fee, for which he will receive a key to a steel locker and a card

admitting him to all the athletic games played in the gymnasium or on the athletic field. At the end of the term on the return of the locker key he will receive 50 cents refund or credited on his next term payment.

NECESSARY EXPENSES FOR YEAR.

Expenses for three terms (9 months)	Minimum	Maximum
Room rent, 36 weeks at 75c to $1.25	$ 27.00	$ 45.00
Board, 36 weeks at $2.50 to $3.00	90.00	108.00
Incidental fee	16.00	16.00
Locker and athletic fee	1.50	1.50
Books, tablets, pencils, etc.	7.50	13.50
Laundry and other incidentals	8.00	16.00
Total for year of 36 weeks	$150.00	$200.00
For a term of 12 weeks, one-third of above	50.00	66.67

ACCREDITED WORK

APPROVED GRADES FOR CERTIFICATES.

The State Board of Education prescribes the following rules governing grades made in state normal schools:

I. Grades in the following subjects shall be accepted by the state superintendent and the county superintendents when properly certified as hereinafter provided:

1. *English*: (*a*) Grammar, completing a year's work in advanced grammar and composition; (*b*) American and English Literature, completing two units of high school English.

2. *Mathematics*: (*a*) Arithmetic, completing a year's work in advanced arithmetic; (*b*) Algebra, through quadratics, completing one and one-half units of high school algebra.

3. *History*: (*a*) Civil Government, including the government of Missouri; (*b*) American History, completing a year's work in advanced American History; (*c*) Ancient History, completing one unit of high school work; (*d*) Mediæval and Modern History, completing one unit of high school work; (*e*) English History, completing one unit of high school work.

4. *Science*: (*a*) Geography, completing a year's work in advanced descriptive and industrial geography; (*b*) Physiology and Hygiene, advanced work; (*c*) Agriculture, completing a unit of high school work; (*d*) Physical Geography, completing a unit of high school work; (*e*) Physics, completing a unit of high school work; (*f*) Elementary Biology, completing a unit of high school work.

5. *General Pedagogy,* composed of a term's work in any two of the following or two terms' work in one of them: Management, Elementary Teaching, Grade Methods, Rural Methods, Elementary Psychology, Principles of Teaching, and Missouri School System and Laws (including History of Education in Missouri).

6. By one year's work in grammar, arithmetic, geography, and history is meant one year's work in advance of what is done in the average eighth grade. Pupils directly from the rural schools will require from six to nine months for this work, or double time on the subjects for three or four months. Teachers who hold certificates will be able

to do the work in shorter time. The Literature and Algebra required for certificates can be done in one summer school only by pupils who have had six or more months' work in these subjects above the elementary grades. The subjects that require a unit of high school work may be completed in one summer term by doing double work, and pursuing only two subjects. *Double work means two recitation periods daily in the subject.*

II. Grades made in the following subjects shall also be accepted by the state superintendent when properly certified as hereinafter provided:

1. *English*: (*a*) Rhetoric and Composition, completing a unit of high school work; (*b*) English Literature, college work; (*c*) History of English Language, college work; (*d*) History of English and American Literature, college work.

2. *Mathematics*: (*a*) Plane Geometry, a unit of high school work; (*b*) Solid Geometry and Plane Trigonometry, college work; (*c*) College Algebra; (*d*) Analytical Geometry; (*e*) Calculus.

3. *History*: (*a*) Economics, college work; (*b*) Sociology, college work; (*c*) American Constitutional History, college work.

4. *Science*: (*a*) Chemistry, college work; (*b*) Advanced Biology, college work; (*c*) Botany, a high school unit.

5. *Professional*: (*a*) General Pedagogy same as under "5" for county certificates; (*b*) Elementary Psychology, two terms of psychology or one term of psychology with one other term of pedagogy; (*c*) History of Education, college work; (*d*) Educational Psychology, college work; (*e*) Supervision and Administration, college work; (*f*) Philosophy of Education, college work.

6. *Specials*: (*a*) Drawing, one year's work; (*b*) Manual Training, one year's work; (*c*) Music, one year's work; (*d*) Domestic Science, one year's work; (*e*) Expression and Physical Culture, one year's work.

III. Credits Allowed:

1. A student may receive two credits toward a teacher's county certificate, if he attend forty-five (45) days, and if he pursue and make passing credits in one additional subject chosen from the following: Education, Drawing, Music, Elementary Handwork, Physical Training, or Expression.

2. A student may receive three credits toward a county certificate, provided one is pedagogy, if he attend sixty (60) days.

3. A student may receive four credits toward a county certificate, provided one is pedagogy, if he attend one hundred (100) days during the spring and summer terms and is pursuing only subjects previously studied in that school.

4. A student who attends one hundred (100) days during the spring and summer terms and desires only three credits must pursue and make passing credits in one additional subject chosen from the following: Education, Drawing, Music, Elementary Handwork, Phvsical Training, or Expression.

5. A student may receive two credits toward a State certificate, if he attend forty-five (45) days.

6. A student may receive three credits toward a State certificate, if he attend one hundred (100) days.

IV. No grade will be certified unless the student remain until the end of the term and take the final examination. Final examinations must be given in all approved classes. All work in science must be done by the laboratory method; all work in literature and history, by the library method. *No student shall be entitled to any approved summer school grades who has had daily more than four recitation hours that require preparation.* Review subjects are preparation subjects. Gymnasium, drawing, music, handwork, domestic economy, physical training, and expression are "non-preparation" subjects. The course in Education required under 1 and 4, Rule III, may be a single course and may cover a less amount of work than is required for an approved grade in General Pedagogy. No credit toward a certificate is allowed for such single course in Education nor for the courses in Drawing, Music, Elementary Handwork, Physical Training, or Expression, required under 1 and 4, Rule III, but such courses are required in order to validate the grades provided for under 1 and 4, Rule III.

This normal school so arranges its schedule of classes during the spring and summer terms that those who attend both terms may secure four approved grades for county certificates; one and a half terms, three grades; and one term, two grades.

READING CIRCLE WORK.

I. The books adopted for 1915-16 are Bagley's "School Discipline," Cubberley's "Rural Life and Education," King's "Education for Social Efficiency."

II. One-half term credit of secondary rank may be made for work done in each book as follows:

a. For the Bagley text one-half term credit in school management.

b. For the Cubberly text one-half term credit in rural sociology.

c. For the King text one-half term credit in rural sociology.

d. No credit of college rank will be given for reading circle work.

III. Rules and regulations:

a. Students having credit on the Normal School books in Management and Rural Sociology cannot take the above work for credit.

b. Students who are in school cannot take the reading circle work.

c. Teachers in active service may make not more than two term credits in reading circle work, extension and correspondence work during the current year.

d. The Normal School will furnish outlines and suggestive questions to county superintendents for distribution to the various circles that may be organized.

e. The work must be done in circles of not less than five, nor more than twenty teachers under the leadership of some good instructor selected by the county superintendent, and approved by the Normal School.

f. The leader will be expected to make a statement to the Normal School authorities concerning the regularity of attendance and the general quality of work done by each member of the circle.

g. Points of difficulty that may come up at any time in the course of the work will be explained by the proper Normal School instructor on the request of the reading circle leader.

h. The Normal School will furnish final examination questions and will grade the papers. The examinations will be given by the county superintendent at a place designated by him. These examinations will be given on the same day in all the counties of the State, about April 1st, 1916.

i. Those desiring credits will write a paper upon some subject assigned by the Normal School, and make one or more written reports upon other topics assigned by the instructor in charge of each course.

j. All of the books upon which credit is desired must be taken simultaneously.

k. Each circle will be expected to hold at least ten meetings during the year, beginning in September. The tenth meeting may be the examination.

l. The meetings must be of at least sixty minutes duration for each book studied.

HOME STUDY.

Students are advised to study at home with the help of some more advanced person the following subjects with the view of taking examination on them at the school when they enter or return:

Grammar *a*, Arithmetic *a*, Geography *a*, American History *a*, Algebra *a*, English 1*a*. Home study on any subject will make it easier when it is studied in school.

CORRESPONDENCE.

The Normal School is unable to conduct much work by correspondence or extension on account of lack of funds. It will accept grades made in correspondence with Chicago University or with the University of Missouri. We can offer only the following: Teachers' Geography, Teachers' Arithmetic, School Management and General Method *a*.

No extension classes will be formed this year.

CERTIFICATES AND DIPLOMAS

The state superintendent issues a Rural Certificate on the recommendation of the faculty of the Normal School. The Normal School issues a Regents' Certificate. Both of these certificates are legal qualifications to teach for two years, the first in any rural school in Missouri, the second in any public school in Missouri.

The Normal School issues three grades of diplomas. The first qualifies for teaching in elementary schools; the second for teaching in high schools; the third grants the Bachelor's Degree in Education. These diplomas are all life licenses to teach in Missouri.

It is important that students learn how to classify themselves and to find out from this bulletin how near they are to completing the course which will entitle them to one or the other of these certificates or diplomas.

We present below in tabular form the requirements for each. Further over under the heading "Courses by Departments" will be found the definite statement of the content of the several hundred courses offered in the Normal School.

We use the expression "term credit" throughout our bulletin. For all courses numbered from 100 to 499 it is one-third of a high school unit. For all courses numbered from 500 to 799 it is the equivalent of two and one-half semester hours of college rank work.

No student will be allowed more credit for work done in the Normal School during one term than the equal of four and one-half term credits.

Representation on the commencement program of 1916 and thereafter is to be accorded to one young man and to one young woman who in the opinion of the faculty exemplify the highest standards of scholarship, professional ability, efficiency, and character. The honor is the highest conferred by the school.

The change from "40 term credits" to "48 term credits" is more apparent than real. Two credits will be counted for most of the third grade certificate subjects where heretofore only one was counted.

The old requirements will apply to all who have completed the equivalent of the full high school course, "40 term credits."

RURAL CERTIFICATE.

The state superintendent issues this certificate and fixes the requirements. The applicant must be 18 years of age and must have attended the Normal School not less than two terms. All credits must be made in an accredited high school or in the Normal School. No recognition is given to grades on county certificates.

The amount of work as outlined by the state superintendent is 36 term credits or the full equivalent of three years of high school work, as follows:

Grammar (2), English I (2), English II (2), English III (2)	8 term credits
Geography (2), Physiology (1), Agriculture (3)	6 term credits
American History and Government (3), Ancient History (2)	5 term credits
Arithmetic (2), Algebra (3)	5 term credits
School Management (1), Elementary Psychology (1)	2 term credits
Rural Teaching (2), Rural Sociology (1)	3 term credits
Teachers' Courses (Grammar, Geography, History, Arithmetic)	4 term credits
Expression, Music (2), Writ., Draw., Man. Art (2), Phys. Train. (3)	3 term credits
Total	36 term credits

REGENTS' CERTIFICATE.

The Normal School issues this certificate and fixes the requirements. The applicant must have attended the Normal School not less than three terms.

This certificate is issued on the completion of a full four years' high school course, plus one year (12 term credits) of professional work done in the Normal School.

There are three ways in which this certificate may be secured: (1) By completing a full four years' high school course and spending one year in the Normal School; (2) by doing all the work in the Normal School; (3) by completing the teacher training course in a high school and spending one year in the Normal School. All three of these will appear in outlines below in order.

When all or a greater part of the high school work has been done in the Normal School this certificate may be made to show some definite preparation for primary teaching, for teaching in the grades, or for teaching some special subjects.

REGENTS' CERTIFICATE FOR GRADE TEACHING.

High School Work.

Grammar (2), English I, II, III, IV, (8)	10 term credits
Geography (2), Physiology (1), Agriculture (3)	6 term credits
Physical Geography (2), Physics (2)	4 term credits
Am. History and Government (3), Anc. Hist. (2), M. & M. Hist. (2)	7 term credits
Arithmetic (2), Algebra (3), Pl. Geom. (2)	7 term credits
Latin (4), or German (4)	4 term credits
Elect (English History, Latin, German, S. Geometry, Trigonometry)	4 term credits
Elect (Botany, Zoology, Agriculture, Home Economics, Manual Train.)	6 term credits
Total	48 term credits

The above may be done in the Normal School or its equivalent done in an accredited first-class high school and the following 30 hours of professional work done for the certificate:

Teacher Training.

Sch. Adm. (1), Adv. Psy. (1), Gen. Meth. a (1), Observation (1)	4 term credits
Methods (Arith., Hist., Geog., Read., Elem. Eng., Play Ground) Elect	3 term credits
Expression, Music (2) Writ., Draw., Man. Art (2), Phys. Train. (3)	3 term credits
College Academic Subjects (Elect)	2 term credits
Total	12 term credits

REGENTS' CERTIFICATE FOR GRADE TEACHING.

The following are the requirements for completing this course after one has secured the Rural Certificate:

English IV (2), M. & M. History (2), Pl. Geom. (2)	6 term credits
Physical Geography (2), Physics (2)	4 term credits
Latin (4), or German (4)	4 term credits
Elect (English History, Latin, German, S. Geometry, Trigonometry)	4 term credits
Elect (Home Economics, Manual Train., Specials)	3 term credits
Advanced Psychology (1), General Method a (1), Observation (1)	3 term credits
Total	24 term credits

REGENTS' CERTIFICATE FOR GRADE TEACHING.

The following are the requirements for completing this course after one has completed the teacher training course in high school:

Advanced Psychology (1), General Method a (1), Observation (1)	3 term credits
Expression, Music (2), Writ., Draw., Man. Art (2), Phys. Train. (3)	3 term credits
Academic Subjects (Elect)	6 term credits
Total	12 term credits

Those who wish to prepare for teaching in primary grades will be permitted to substitute Primary Methods (2), Nature Study (1), Story Telling (1), Child Study (1), Observation in Primary Department (1), Playground methods (1), and Additional Specials (3) for the elective and academic subjects indicated in any of the above requirements.

One may substitute ten terms of Music, ten terms of Drawing and Manual Arts, or ten terms of Home Economics in the same way.

DIPLOMA FOR ELEMENTARY TEACHING.

Life License to Teach in Missouri.

This diploma designates ability to teach in elementary schools and is given on the completion of two years of teacher training work after one has completed full four years of high school work:

Sixty Hours Normal School Work.

Sch. Adm. (1), Adv. Psy. (1), Gen. Meth. a (1), Observation (1)	4 term credits
Methods (Arith., Hist., Geog., Read., Elem. Eng., Play Ground) Elect	3 term credits
Expression, Music (2), Writ., Draw., Man. Art (2), Phys. Train. (3)	3 term credits
Child Study (1), Hist. of El. Edu. (1), Gen. Meth. b (1), Teaching (1)	4 term credits
English V (2), Health and Sanitation (1)	3 term credits
Elect (Academic Subjects looking to Majors and Minors)	7 term credits
Total	24 term credits

This diploma may be made to designate preparation for primary teaching by substituting Nature Study (1), Story Telling (1), Advanced Primary Methods (2), Observation and Teaching in Primary (3), Playground Methods (1), and Additional Specials (2) for the subjects in lines 2 and 6 above.

One may substitute ten terms of Music, ten terms of Drawing and Manual Arts, or ten terms of Home Economics in the same way.

DIPLOMA FOR HIGH SCHOOL TEACHING.

Life License to Teach in Missouri.

This diploma designates ability to teach in high schools and is given on the completion of three years of professional and academic work in addition to a full four years' high school course:

NINETY HOURS OF NORMAL SCHOOL WORK.

Sch. Adm. (1) Adv. Psy. (1) Gen. Meth. a (1), Observation (1)	4 term credits
Methods Elem. Subjects (2), Teaching Elem. School (1)	3 term credits
Methods H. S. Subjects (2) Teaching High School (1)	3 term credits
History of Education (2), Youth (1), General Method b (1)	4 term credits
English V (2) Health and Sanitation (1)	3 term credits
An Academic Subject as a Major	8 term credits
An Academic Subject as a First Minor	5 term credits
An Academic Subject as a Second Minor	3 term credits
Elect on Advice of Patron and President	3 term credits
Total	36 term credits

BACHELOR OF SCIENCE IN EDUCATION.

ONE HUNDRED TWENTY HOURS.

Those who have secured the diploma for high school teaching may be granted the Bachelor of Science in Education by making in the Normal School twelve additional term credits, mainly academic, selected on the advice of the patron and president.

The major subject should be selected soon after entering the Normal School and advice of the head of that department sought in making all term schedules.

Whenever English is selected as a major or a minor the two required terms of English V may be counted a part thereof.

Students may prepare for supervisors of special subjects by selecting a special subject as a major and completing all work offered in the special.

Students may prepare for superintendency of schools in the same way by majoring in education instead of majoring in either an academic subject or a special subject. A major in education must include Administration, Supervision, High School Problems, Sociology, and in all not less than forty hours of college rank work in Education.

COURSES BY DEPARTMENTS

The following short description of all of the courses offered in the Normal School is given that prospective students may know what to expect in each course. The numbers are arranged so as to enable all to know the rank of the several courses. All courses numbered from 100 to 200 are of first year high school rank; from 200 to 300 are of second year high school rank; from 300 to 400 are of third year high school rank; from 400 to 500 are of fourth year high school rank.

All courses above 500 are of college rank; from 500 to 600 are of first year college rank; from 600 to 700 are of second year college rank; and all above 700 are of third and fourth year college rank.

It is hoped that no student will so mix his courses that there will be more than two years difference between any of the courses that he takes. The only justifiable inter-mixing of the courses will be in the third and fourth years of high school, in the fourth year high school and first year college, and the first and second years of college.

By checking up the tabular courses on previous pages with the following the student should be able to find his own standing in the school, know what he should take next, and determine what further is required of him to complete the course.

DEPARTMENT OF EDUCATION.

301. *School Management.* It is the aim of this course to treat in a practical way the problems of the one room school. Some of the topics considered are: The purpose and materials of the school; the teacher, his qualifications, duties, relation to work, pupils and the community; phases of organization; function and factors of discipline; beginning of school; classification, program and course of study; important phases of school law. The library and current school magazines will be used for reference. Every term.

302. *Rural Sociology.* This course traces the historical development of agriculture, the changes in rural life resulting from this development, the far-reaching social consequences of the changed conditions, the relation of these changes to the problems surrounding the improvement of the rural school, and then notes proposed changes in an attempt to make the rural school serve more adequately the needs of rural life. Cubberley's "Rural Life and Education" is used as a basis for the work. Winter and summer terms.

303. *Elementary Psychology.* This course is intended for all students who have not completed a four year high school and who are working for a Rural Certificate. The course touches in an elementary way upon the important phases of psychology, especially in their relation to the teaching process. Instincts, habit formation, in fact all the various facts of human behavior are touched upon. Text: Colvin and Bagley's "Human Behavior." Spring and summer.

Rural Teaching. Two terms. The State Course of Study is the basis of this work. The aim of the course is to secure efficiency in teaching subject matter and to give such an appreciation of the plan and purposes of the State Course of Study that the teacher can work in cooperation with the state and county departments of education. The function of subjects, alternations, organization, correlation, methods and class mechanics are topics studied. Some observation is required in the Greenwood School. School management and elementary psychology should precede the course in Rural Teaching.

304. *a.* First term. Reading, spelling, writing, language, grammar, story, and nature study are considered. Fall, spring and summer.

305. *b.* Second term. Arithmetic, geography, history, civics, agriculture, and physiology are considered. Winter, spring and summer.

Text: Charters' "Teaching of Common Branches," and the State Course of Study will be in the hands of each student. The text will be supplemented by library references.

Teaching of Common School Subjects. Courses are offered in four subjects by instructors in the respective departments. All are required for the Rural Certificate.

306. *Teachers' Grammar.* A study is made of the entire field of grammar and some attention is given to the teaching of the subject. Winter, spring and summer.

307. *Teachers' Geography.* This course is open to students who have completed courses in geography and desire a rapid review of general principles from a pedagogical viewpoint. The relation of man to his environment is studied through "Man and His Work." Causal geography is emphasized through a general survey of North America and Europe, studying the rational phases of their development. Sutherland's "The Teaching of Geography" supplies the basis of pedagogical study. Fall, spring and summer.

308. *Teachers' U. S. History.* The essential points in the entire field of United States history will be considered, and at the same time method of presenting the subject matter as outlined by the State Course of Study will be carefully considered. Every term.

309. *Teachers' Arithmetic.* Prerequisite arithmetic and algebra. It is strongly recommended that geometry be taken before taking this course. This course is primarily a review and organization of the subject matter of arithmetic for high school graduates and others of equal rank who are expecting to teach the subject. Attention is given to method, selection of problem material, etc. The entire course is given with the idea in mind that those who are taking it are to be teachers of the subject. Fall, spring and summer.

401. *Primary Methods.* The first two school years are discussed in a general way. Observation in Greenwood is required. Many guiding principles, special helps and suggestions are given to the large number who enter upon teaching before doing further pedagogical work. Attention is given to the making of programs, to the use of games, to the telling of stories, to planning seat work, to picture study, to nature study, etc. Fall, spring and summer.

402. *Methods for Grades Three and Four*: Methods in handling all subjects in these grades will be handled, with emphasis on the mechanics of reading and spelling. Attention will be given to story and nature as basis for language. Winter and summer.

403. *Methods, Story Telling.* This is a course designed to meet the needs of the teacher in the grades. Careful consideration is given to the school subject in which the story forms the basis of instruction; to the special types of stories; to fitting stories to the individual child or child group, and to making over stories for perfect telling. Winter and summer. Text: "Story Telling in School and Home," Partridge.

404. *Methods, Nature Study.* This course is planned to meet the needs of young nature students and teachers. It aims to give a knowledge of three factors essential to good teaching: first, of the subject matter to be taught; second, of the method by which the subject is to be taught; third, a knowledge of a broader field of the subject matter than just that which is to be taught the child. Spring and summer. Text: "Practical Nature Study," Coulter and Patterson.

501. *School Administration.* This is a course that gives special attention to the problems of the graded school, including grading and classifying, the class room management, the team work between principal and teachers and the relation of the teachers in the different grades. Community problems are considered. Fall, spring and summer.

502. *Advanced Psychology.* A thorough study of the essential phases of psychology with some experiments, demonstration work, and much reference reading. The course is open only to students of college rank. Required for the Regents' Certificate and all diplomas issued by the school. Text: Angell's "Psychology." Winter, spring and summer.

503. *General Method. a.* This course will include a careful study of some of the most fundamental problems of the teaching process, among which are the following: The purpose of teaching, the nature of teaching and the sources of teachers' aid, motive, and the methods of securing it, subject matter, its function and organization, questioning and a preliminary study of the inductive method. Students will be required to write at least one term paper and to formulate lesson plans of the inductive type. Elementary psychology is prerequisite. Text: Charters' "Method of Teaching," revised edition, supplemented by extensive reading from the library. Required of all candidates for the Regents' Certificate. Every term.

504. *Observation.* One term of observation work in the training school is required of all students who wish to secure the Regents' Certificate or a diploma. The work consists of systematic observation and study of the instruction given by the supervisors in the training school. Each student is expected to do reference work, make out plans, and on occasions teach a class under the direction of the supervisor in the presence of the other members of the observing class. The time required for this course is the full equivalent of that required for any other. Students who desire to prepare for teaching in the lower grades will be expected to observe four weeks in the first and second grades, four weeks

in the third and fourth grades, and four weeks in the fifth and sixth grades. Those desiring to prepare for teaching in the upper grades will follow the same plan, beginning with the third grade and closing with the eighth. Those preparing to teach in the rural schools will be expected to observe some of the teaching in each of the eight grades. Prerequisites: Advanced Psychology and General Method *a*. Offered in the fall, winter and spring.

Special Methods. Five courses offered, three required for the diploma for elementary teaching of all who do not do the teacher training work in high school or have not done all the work required for the Rural Certificate. The courses are offered by heads of departments.

505. *Methods in Reading.* This course puts much emphasis on the mechanics of reading, but also shows proper correlation with literature. It gives some attention to grades three and four, but more attention to the upper grades. Fall and summer.

506. *Method in Arithmetic.* A course in the application of the principles of psychology and general method to the teaching of arithmetic. A course of study for the eight grades is studied critically. Such subjects as objective teaching, methods and principles of rationalization and habituation, development of independence, accuracy and speed, applied problems and their grading, etc., are studied. The purpose throughout the course is to show how to relate arithmetic to the child's every day life and his further needs. The work is paralleled by the observation and discussion of lessons taught in Greenwood School. Winter and summer.

507. *Method in Geography.* This course is offered to those who have completed general method. The State Course of Study in Geography furnishes the basis for the work. A detailed study of children's literature of geography suitable to each grade is given. The use of the sand table, of illustrative materials, and of useful devices, is introduced. Exercises are given in mapping, modeling, and charting; observation work is done, and plan work emphasized. Winter, spring and summer.

508. *Methods in Elementary English.* This is a methods course in the literature, language, and grammar work of the elementary grades. In addition to familiarizing the students with the materials used in these grades practical help in handling this material is given. Generous

use is made of Greenwood School for observation. Winter, spring and summer.

509. *Method in Elementary History.* This course is designed particularly for teachers in the elementary schools, and includes a study of the elementary phase of the subject. The following are among the more important of the topics to be considered: Aims and educational value of history, selection of materials and choice of facts, sources of information, program and course of study, the use of stories, and illustrative material bearing on the problem of presenting them, methods of study and of teaching, correlation with other school subjects and other related topics. "Report of Committee of Eight," with extensive readings from the library, will give a knowledge of the materials from which teachers may draw in their work. Observation lessons and lesson plans will be required of all students. Every term.

Advanced Primary Methods. The prerequisites for these courses are general Method *a*. For those who wish to specialize as primary teachers these courses will take the place of special methods courses. A thorough study of the subject matter to be taught in grades one and two will be given.

601. *The Story, Handwork, Drawing, and Play.* A study of children's story books, learning stories and story telling. All correlated. Some attention given to a review of the principles brought out in Kirkpatrick's "Child Study." Winter and summer.

602. *Reading, Language, Nature Study, and Arithmetic.* A study of the material and outlines for the first and second years; criticism of text book, plan writing, observation. A careful study will be made of the material used. Fall and spring.

603. *Educational Psychology. Child Study.* A study of the child from infancy to the age of ten. Special emphasis is placed on the physical development of the child in its relation to mental life. A study of the instincts, when they appear, how they manifest themselves, and when they reach their maximum strength, as well as their value and control, forms an important part of the course. The formation of habits is given a large consideration as well as the development of conscious intelligence. The following works are used as references: Tanner's "The Child;" Thorndike's "Notes on Child Study," Pyle's "Outlines of Educational Psychology;" Sully's "Children's Ways;" Warner's

"Study of Children," and others. Fall, spring and summer. Text: Kirkpatrick's "Fundamentals of Child Study."

604. *History of Elementary Education.* Required for the elementary diploma. The entire term will be spent in the study of modern elementary education, beginning with the Reformation and leading up to and including present day tendencies. The chief emphasis is placed upon the development of elementary education in the United States. Prerequisites: Psychology, General Method *a* and courses in Mediæval and Modern History. Spring and summer. Text: Parker's "History of Modern Elementary Education."

605. *Teaching in Grades.* One or two terms. In this course the student will be expected to take charge of and teach a class in the training school throughout one term. He will also be expected to devote at least one period per day to the preparation of lesson plans and of the subject matter which is to be presented to the class, to attend all conferences that may be called by the supervisor and the director of the training school. This work should be done early in the last year. It is impossible to continue the practice work during the summer term and therefore it is necessary for students to do their teaching in one of the other three terms. One term is required of all and a second term may be required if the student's work is not entirely satisfactory. Prerequisites: General Psychology and General Method *a.* Educational psychology and special methods in the subject taught are strongly recommended to precede, but they may be permitted to parallel the teaching.

701. *Educational Psychology. A Study of the Adolescent.* A consideration of the problems of physical and intellectual education of the high school student. The problems of moral and religious education of the youth are also touched upon. The course is intended for high school teachers, principals and superintendents. The following works are used as references: Colvin's "The Learning Process;" Horne's "Psychological Principles of Education;" Meumann's "The Psychology of Learning;" Pyle's "Outlines of Educational Psychology," and other books on educational psychology. The Journal of Educational Psychology and other educational journals are also used as references. Winter and summer. Text: Hall's "Youth."

Special Methods in High School Subjects. Courses are offered in English, Mathematics, and History by heads of departments. These

should be preceded by teaching in elementary grades and followed by teaching in the high school.

702. *Methods, High School English.* A detailed study is made of the teaching of English through the four years of high school work. Fall and summer.

703. *Methods, High School Mathematics.* A course for those who are preparing to teach high school mathematics. It includes a thorough investigation of the subject matter and the method of high school algebra, geometry and trigonometry. Summer and winter.

704. *Methods, High School History.* A careful study is made of the materials to be used in teaching history in the high school. The use of the library. Outline plans are made and discussed in detail. Fall and summer.

705. *Teaching in High School.* Candidates for the diploma for high school teaching will teach one term in the elementary school as well as one in the high school. The same rules governing teaching in the grades apply here.

706. *History of Education. a.* Required for the advanced diploma. A study of types of Oriental education. A survey of classic educational history. A brief study of monastic education, scholasticism and the rise of universities. Fall and summer.

707. *History of Education. b.* A thorough study of the historic development of modern educational ideals. The work covers the growth of education from the Renaissance to the present day. Offered in winter and summer. Prerequisites: Courses in ancient, mediæval and modern history, a course in psychology and at least one course in general method. Text: Monroe's "History of Education."

Administration and Supervision of Public Education. This work is designed for those who are to become superintendents and principals. For convenience the work is set out in two parts, either of which is independent of the other, and may be taken separately, since each section is complete in itself.

801. *a. Administration.* The work in this part of the course is designed to cover the chief problem of educational administration, and among other topics, will include the following: The state and national government; local units of educational administration; city school system and their administration; the financing of public education; educa-

tional statistics; compulsory education; school discipline and government. Summer, 1916.

802. *b. Supervision.* Work in the section is designed to cover more specifically the problems relating to the supervision of instruction, and those immediately related to it. The following topics are among those which are discussed: General introduction, including factors favoring advance of education; the superintendent, his powers, duties, and qualifications; the teacher, her tenure of office, employment, dismissal, improvement in service, etc.; supervision of instruction; grading, promotion, retardation, and elimination of pupils; the Course of Study and problems relating to it; the environment, including problems of health, sanitation, building, and grounds. Summer, 1917.

Text for each course: Dutton and Snedden's "Administration of Public Education in the United States." Chief references: Strayer and Thorndike's "Educational Administration;" N. E. A. reports; state reports; city and state Courses of Study, and current educational magazines.

803. *High School Problems.* This course gives special emphasis to the idea that "The modern high school is for all the children of all the people." Some attention is given to the conditions, classification and legal requirement for high schools in Missouri, and due consideration is given to the needs and problems of the small high school. The following are the chief topics considered: A brief historical review of the high school; the function of the high school; the reorganization movement; program of studies; supervised study; the principal; the teacher; organization and supervision of instruction; the recitation and general discipline. A number of special problems are also presented in the form of reports and special studies. Every summer. Text: Browne's "The American High School." References: Johnston's "Modern High School;" "High School Education;" Monroe's "Principles of Secondary Education;" Lewis's "Democracy's High School;" general magazine literature.

804. *Practicum.* This course is offered only to experienced teachers who have had advantages of several years practical, efficient supervision. It will take the place of teaching for such persons. Summer.

805. *Sociology.* The first half of the course consists of a thorough study of the nature of sociology and its relation to other

sciences. A general study is made of the development of social institutions. In the last half of the term, the principles developed in the first half are applied to modern social problems. Special attention is given to the relation of education to these problems. The course is open only to advanced students doing college work. Much reference reading is done. The chief references are Ellwood, Ross, Gidding, and Ward. Winter and summer: Text: Dealey's "Sociology."

DEPARTMENT OF ENGLISH.

111. *Grammar. a.* Should be taken after English I. The course includes a study of sentence forms. Grammatical principles are illustrated by supplementary classics. A study of the parts of speech is followed by analysis and diagram of sentences. Every term.

112. *Grammar. b.* A broad and thorough study is made of advanced grammar. Much attention is given to difficult forms and constructions. Every term. May alternate.

113. *English I. a.* A critical study is made of *Tales of a Wayside Inn, Westminster Abbey,* a few poems of Burns, *Treasure Island, Sohrab and Rustum.* A simple novel or story is read each month. Attention is given to figures of speech. Weekly or bi-weekly themes on subjects from life or literature are required. Every term.

114. *English I. b.* A critical study is made of selections from the *Odyssey, The Gold Bug, The Merchant of Venice,* and *The Last of the Mohicans.* A novel or story is read each month. Weekly or bi-weekly themes are required. Every term.

211. *English II. a.* A critical study is made of *The Sir Roger De Coverley Papers* and *As You Like It.* About half of the time is given to elementary rhetoric. Weekly or bi-weekly themes on subjects from life or literature are required. Every term.

212. *English II. b.* A critical study is made of *Ivanhoe* and the *Bunker Hill Oration.* About half of the time is given to elementary rhetoric. Weekly or bi-weekly themes are required. Every term. Both halves of courses 211 and 212 will be offered in each half of both spring and summer terms. No other English courses will be offered in halves.

213. *Expression I.* Oral reading of simple prose stories and poems; correct thought interpretation; pronounciation, enunciation,

phonics, etc.; practice in oral announcements and discussion; exercises for vocal development. Half term credits. Every term.

214. *Expression II.* Oral reading of selections of varied style; lyric, description, narration, conversation; abridgment of short story; oral English through short address; principles of oral reading; exercises for oral development. Half term credit. Every term.

311. *English III. a.* A critical study is made of *Silas Marner* and *Julius Caesar.* About half of the time is given to rhetoric. Weekly or bi-weekly themes are required. Every term.

312. *English III. b.* A critical study is made of Macaulay's essay on Johnson and *The Lady of the Lake.* About half of the time is given to rhetoric. Weekly or bi-weekly themes are required. Every term.

411. *English IV. a.* A rapid survey is made of the history of literature through Shakespeare. Critical study is given to Burke's *Conciliation* and to *Macbeth.* Bi-weekly themes are required. Fall, spring and summer.

412. *English IV. b.* The survey of the literature is continued to the present time. Critical study is given to *L'Allegro and Il Penseroso,* Gray's *Elegy, The Rime of the Ancient Mariner, The Prisoner of Chillon, Kings' Treasuries* and *The Idyls of the King.* Bi-weekly themes are required. Winter and summer.

511. *English V. a.* Half of the term is given to the critical study of exposition and description and to advanced composition; half of the term is given to the study of two books of *Paradise Lost,* selections from Addison and Pope, and the history of literature in the eighteenth century. Fall, spring and summer.

512. *English V. b.* Half of the term is given to the critical study of narration and to advanced composition; half of the term is given to the study of *Rasselas,* Macaulay's essay on Byron, and the history of nineteenth century literature. Winter and summer.

513. *English V. c.* Half of the term is given to the principles of oratory and to the writing of orations; half of the term is given to the study of *Lear, Hamlet,* and *Othello.* Fall and spring.

514. *Special English. Argumentation.* The course embraces the theory of argument and practice in debating and speech writing. Winter.

515. *Expression III.* Interpretation of dramatic description and narration; study of character and emotion; study of one short play. One term credit. Fall and summer.

516. *Expression IV.* Oratorical delivery; study and interpretation of extracts from standard orations and of selections containing passages with some oratorical elements. One term credit. Winter.

611. *English VI. a.* The course is a comprehensive study of American literature. Fall.

612. *English VI. b.* Close study is made of the writers of the Romantic Period. Special attention is given to verse forms and to literary types. Papers involving research constitute a part of the work. Winter and summer.

613. *English VI. c.* The course is a study of the literature of the Victorian Age with emphasis on Browning and Tennyson. Spring.

615. *Expression V.* Dramatic reading; interpretation of strong dramatic narrative, heavy pathos, and difficult humor. One term credit. Spring.

616. *Expression VI.* Production of some standard play or plays. One term credit. Summer.

711. *English VII. a.* Study is made of the development of an essay from the sixteenth century to the present time.

712. *VII. b.* The course is a study of types of fiction throughout the eighteenth and nineteenth centuries.

713. *VII. c.* The course is a comprehensive study of Chaucer.

714. *VII. d.* The course is a study of Anglo-Saxon grammar and reading.

715. *VII. e.* This course is a broad study of the Elizabethan drama. Special attention is given to Marlowe, Ben Johnson, Beaumont, and Fletcher.

Courses VII are offered in summer only and are varied from year to year.

Prerequisites for college Expression, all of high school English, Expression I and II, and two terms of physical training. Free individual lessons given, on application, to students who make grades of 90 or more in two full credit terms, and to contestants in debate, declamation and oratory.

For courses in Teachers' Grammar, Methods in Elementary and high school English, see "Department of Education."

DEPARTMENT OF MATHEMATICS.

121. *Arithmetic. a.* Percentage and its application. Fall, spring and summer.

122. *Arithmetic. b.* Mensuration. Winter and summer.

These are courses in arithmetic of high school rank, and are designed for pupils who have had no arithmetic beyond the eighth grade. Both are required. Either may be taken first.

221. *Secondary Algebra. a.* A study of the fundamental operations and factoring. For beginners. Every term.

222. *Secondary Algebra. b.* This course continues the work with special emphasis on more difficult factoring and fractions. Simultaneous equations are studied. Graphs are introduced. Easy quadratic equations are solved by factoring. H. C. D. and L. C. M. by factoring. Every term.

223. *Secondary Algebra. c.* Continuing the work. A thorough treatment of quadratic equations is given. More difficult graphs are introduced. A study of the theory of exponents, radicals, radical equations, involution, evolution, simultaneous quadratics, and imaginary numbers. Every term.

Double work in course 222 is offered in the last half of spring term and first half of summer term. Double work in course 223 is offered in both halves of summer term.

321. *Plane Geometry. a.* This course covers books I and II of plane geometry. Fall, winter and spring.

322. *Plane Geometry. b.* This course covers books III, IV and V of plane geometry. Winter, spring and summer.

Double course every summer. The two terms must be in succession.

421. *Solid Geometry.* This course includes all the work usually given in such a course in our best schools. Fall, spring and summer.

422. *Plane Trigonometry.* Fall, spring and summer.

423. *Teachers' Algebra.* This course has the same relation to high school algebra that teachers' arithmetic has to arithmetic. The course is planned for students who have had a high school course in algebra and wish to review and organize the subject matter either with a view of teaching the subject or as a preparation for more work in

mathematics. Special attention is given to the fundamental operations, factoring, fractions, graphs and equations. Summer only.

521. *College Algebra. a.* Fall and summer.

522. *College Algebra. b.* Winter and summer.

523. *Plane Surveying and Spherical Trigonometry.* Plane trigonometry is prerequisite. Field work with compass, transit and level will be required. Offered when desired by eight students.

621. *Analytic Geometry. a.* Winter.

622. *Analytic Geometry. b.* Spring.

721. *Differential and integral Calculus. a.* Summer.

722. *Differential and integral Calculus. b.* Summer.

More advanced courses will be offered when demanded. For courses in Teachers' Arithmetic and Methods in Arithmetic and high school Mathematics, see "Department of Education."

DEPARTMENT OF HISTORY.

131. *American History and Government. a.* The term is devoted to a study of discovery, exploration, and settlement of the new world; the separation of the colonies from England; the establishment of the new republic, and the development of national versus sectional interest in American politics up to the administration of Andrew Jackson. Fall, winter and summer.

132. *American History and Government. b.* The second term rounds out the story of our national history, social, political, industrial and commercial from the Revolution to the present time. Winter, spring and summer.

133. *American History and Government. c.* Both state and national governments are studied. The former includes all local government viewed, not so much from the historical, as from the actual. Local and state governments are studied broadly, but application is made with the government of Missouri. The latter half of the term is given to the government of the United States. Fall, spring and summer.

These should be studied in order, but they may be alternated or all taken at one time. Both halves of each course will be offered in first half of summer term.

231. *Ancient History. a.* Fall and spring.

232. *Ancient History. b.* Winter and summer.

These courses include an outline treatment of the Oriental nations, and a more detailed study of Greece and Rome, down to about 47 A. D. Course 231 is offered as a double course in last half of spring term and first half of summer term. Course 232 is offered as a double course in both halves of summer term.

331. *Mediaeval and Modern History. a.* Fall and spring.

332. *Mediaeval and Modern History. b.* Winter and summer.

Double course every summer. The two terms must be taken in succession.

431. *English History. a.* Earliest times down to the reign of Elizabeth. Fall, spring and summer.

432. *English History. b.* From the time of Elizabeth to the present. Winter and summer. Prerequisite: Courses 231, 232, 331, 332.

English History may be considered as college work if taken after the full high school course has been completed.

531. *Advanced Ancient History. a. The Orient.* A study of the political, social and economic life of the ancient Egyptians, Babylonians, Assyrians, Hebrews, Phoenicans and Persians. Fall.

532. *Advanced Ancient History. b. Greece.* A study of the political and social development of the Ancient Greeks. Special emphasis is placed on the thought, life, and character of the people. Winter.

533. *Advanced Ancient History. c. Rome.* A study of the political and social development of the Romans. Special emphasis is placed upon the Romans as law givers, organizers, administrators and builders. Spring.

Course 533 will be given in the summer of 1916, followed by other terms in order.

631. *Advanced European History. a.* The period 1453-1715. The political, economic, literary, scientific, and religious revolutions in Europe during the later fifteenth and early sixteenth centuries. In the later sixteenth and seventeenth centuries emphasis will be placed on the preponderance of Spain in the Catholic Reaction and its decline after the religious wars; the ascendency of France under Louis XIII and Louis

XIV; seventeenth century England up to the Revolution of 1688. Fall.

632. *Advanced European History. b.* The period 1715-1815. The rise of Russia and Prussia; the struggles of France and England in India and America; the "Old Regime;" the French Revolution; the rise and fall of Napoleon. Winter.

633. *Advanced European History. c.* The period 1815-1907. Europe after the Congress of Vienna; the Industrial Revolution; formation of the Italian Kingdom and the German Empire; the "Eastern Question;" development of the British and Russian empires; nineteenth century European expansion; a discussion of some of the great present day problems. Attention will be given to the government of the leading European states. Spring.

Course 633 will be given in the summer of 1916, followed by other terms in order.

634. *Advanced American History. a.* Colonial period to 1760. A study of sources as well as recent authority supplement the text. Progressive map-making gives the geographical setting. Fall.

635. *Advanced American History. b.* Formation period to 1828. Begins in the imperial policy of George III and ends in a nationalized democracy. Winter.

636. *Advanced American History. c.* Nationalization period to 1880. Both economic and social causes of division and reunion are sought in original sources. Effort is made to eliminate prejudice and give a proper historic attitude. Spring.

Prerequisite: All secondary courses in history.

637. *American Government.* An intensive study of the government of the United States as to sources of constitution, its interpretation and application to problems of the present day. Summer.

731. *English Government.* A study of the actual working of the English government, with some reference to its theory and history. This course is designed to supplement courses 431 and 432. It is expected that all students who desire recommendations as teachers of English History take this course. Summer, 1917.

732. *Economics.* A thorough study of the principles of value and distribution, with some application of principles to practical problems, as labor organizations, the tariff, monopolies, and socialism. Summer, 1916.

For Teachers' History and Methods in Elementary and high school History, see "Department of Education."

DEPARTMENTS OF SCIENCE.

141. *Geography. a.* Geography of North and South America; geographic principles, including an explanation of physiographic and climatic control. Every term.

142. *Geography. b.* Geography of Europe; geography of the remaining continents. Methods are considered and emphasized. Every term.

Courses 141 and 142 may be alternated or both taken at one time. The halves of each course may be alternated to accommodate half term students in spring and summer terms.

In the study of geography a survey is made of the races of mankind in different regions of the earth and an examination of the causes which determine their occupation, social life and general advancement.

143. *Physiology.* This will consist of a careful study of elementary physiology and will be sufficient to fit the student to teach it successfully in our public schools. Laboratory work, including simple and easy experiments, to illustrate and make practical the subjects, will precede or accompany the work. Special attention given to hygiene as a basis to correct living. Every term.

241. *Agriculture. a.* In this course will be included a study of the methods of plant propagation, plant improvement, plant foods and how the plant gets its food, soils, soil fertility, fertilizers and soil management. Elemental exercises from the fields of chemistry, physics and biology will be introduced when needed to make clear the work in agriculture. Laboratory exercises and field work to demonstrate and make more practical each part of the subject will be required. Fall, spring and summer. Spring term, double work last half of spring term.

242. *Agriculture. b.* About three weeks will be devoted to a study of the enemies and diseases of plants and their control. This will be followed by a study of the most important grains, forage plants, orchard crops and garden crops. Laboratory and field exercises will include studies of insects, weeds and fungus diseases; grain testing, grading and judging; gardening and the care of the orchard. Fall, winter and summer.

243. *Agriculture. c.* Subjects: Harvesting and storage of feeds; silos and silage; feeding of farm animals; breeds of horses, cattle, sheep and swine; the dairy and dairy products; poultry, housing, feeding and care; business aspects of farming. The laboratory exercises will include a study of feeds, balancing rations, dairy practice, live stock judging and care of poultry. Winter, spring and summer.

341. *Physical Geography. a.* A study of the earth as a planet, the nature of the earth's crust, rivers and river valleys, land forms, glaciers and the ocean, including short lines. This course includes laboratory experiments, contour map studies and exercises of charting, construction of profiles and the making of diagrams. Topography is studied by field trips, lantern views and models. The influences of physiographic environment upon races is emphasized. Fall, spring and summer.

342. *Physical Geography. b.* A study of the atmosphere, physiographic areas, fauna, flora and man in his relation to Nature. The local weather bureau supplements the laboratory work in the study of winds and storms, weather and climate. Assigned readings, special reports and note book required. Winter and summer.

343. *Commercial Geography.* A study of commercial raw material, food supply and manufactured products. The geographic control of great industries, exports and imports, and the principal trade routes of the world are considered. Emphasis is placed on our national resources and their conservation. Winter and summer. Prerequisite: One term of Physical Geography. Text: "Commercial Geography," Brigham.

441. *Physics. a.* This course includes a study of mechanics of solids and mechanics of fluids and molecular physics. Fall, spring and summer.

442. *Physics. b.* Subjects: Magnetism, electricity, light and sound. Five double periods per week for both courses. Laboratory work accompanies the work. By special permission course *b* may be taken before *a.* Text book: Milliken and Gale. Laboratory Manual by the same authors. Winter and summer.

541. *Botany. a.* Will include mainly a study of the Spermatophytes or seed plants, their structure and physiology, plant ecology and economic botany. Also laboratory and studies, seeds, roots, stems,

buds, leaves, flowers and fruit, and experiments to illustrate many of the main principles of plant physiology. Fall and spring.

542. *Botany. b.* This course will include a study of the Cryptogams. Laboratory studies of one or more types of each class will be made and also a study of the principles of plant morphology, development and classification. Winter and summer.

543. *Zoology. a.* This course will include the study of the subject from Protozoa to Insecta. The classes and phyla are first developed by a careful laboratory study of an important type of each, and is followed by general study of representative forms. Fall and spring.

544. *Zoology. b.* This will involve a study of Insects and the Vertebrates. A careful laboratory study is made of important types of each class as also a general discussion of representative forms. In both courses a study of the living animal is made as to its habits, habitat, environments and economic importance. Winter and summer.

545. *Chemistry. a.* Study of chemical laws and theory, typical elements and their compounds and the non-metals. Fall and spring.

546. *Chemistry. b.* Carbon and its compounds. Study of the metals from the standpoint of the periodic classification. Uses of the metals and their compounds. Winter and summer. Text: "Inorganic Chemistry for Colleges," Newell.

547. *Household Chemistry.* Required of all who complete home economics course. A review of chemical laws and compounds. Chemistry as applied to household economy; foods, water, soaps, dyes, etc. Must follow 545 and 546. Spring. Text: Snell's "Household Chemistry" and Allyn's Manual.

641. *Advanced Agriculture. a. Dairying.* A study of the cow, her care and feed. The principles and practice involved in the production of clean and sanitary milk. Testing milk for buter fat, protein, sugar, different forms of impurities and preservatives. Testing cream and butter for butter fat. Determining the amount of salt in butter. The Normal School is well equipped with two standard separators and all of the apparatus necessary for making butter and cheese. A maximum of laboratory and practice work will be given in this course. Students will be required to keep complete records of the feed, production, quality of production and care of five cows throughout the term. Fall.

642. *Advanced Agriculture. b. Animal Husbandry.* The history and development of the different types and breeds of farm animals are taken up. A careful study is made of their breeding and improvement. The feeding of farm animals, together with other factors in their care and management will be emphasized. There are several fine stock farms and dairy herds within two miles of the Normal School, where students may study actual live stock and live stock practice. Four hours a week will be devoted to practice in live stock judging. Winter.

643. *Advanced Agriculture. c. Gardening.* The major part of the time of this course will be devoted to the study of the principles and practice of vegetable gardening. Some attention will be given, however, to landscape and school gardening. A greenhouse 25 feet by 50 feet has been erected for use during the winter months. The school is well equipped with cold frames and hot beds and a plot of ground on the school farm will be prepared for practice in gardening. Students in this course will also be required to assist in the direction of the work in the fifty-one school garden plots which will be worked by the elementary classes, also to help with the landscape gardening on the campus. Spring.

644. *Advanced Agriculture. d. Poultry Husbandry.* A comprehensive study of the care, feeding and housing of poultry. Hatching, brooding and feeding of chicks. Feeding for egg and for meat production. Poultry diseases. A poultry house and yard has been built on the southern boundary of the campus and stocked with the most important breeds of fowls. The school has five incubators and two brooders. Students in this course will be required to care for this poultry plant throughout the term. Spring.

645. *Advanced Agriculture. e. Orcharding.* A thorough study of the business of orcharding. The location, planting, fertilizing, pruning, tillage, spraying, harvesting and marketing are taken up. There are many large orchards within reach of the Normal School and we have an orchard consisting of the most important tree fruits, bush fruits and berries growing on the school farm. The field work in this course will be the care and management of this orchard and the observation of the work in other large orchards of this section of the state. Summer.

646. *Advanced Agriculture. f. Soils.* Soil formation, the soil

mass, physical properties of soils, organic and inorganic constituents of the soil, soil water and its control, plant nutrients of the soil, manures and fertilizers, soil amendments, organisms of the soil and soil management are some of the topics discussed in this course. The laboratory is well equipped for the four hours of laboratory work a week which is required in this course. Summer.

647. *Advanced Agriculture. g. Farm Management.* Farming is compared with other lines of business. The factors, capital, labor, and equipment with relation to organizing the farm for maximum profits are studied in detail. The choice of a farm, whether to buy or rent, what system to follow, how to market the produce, advertising, records, and accounts are discussed in class. The school library includes most of the best books on the subject, including publications from nearly every experiment station in the country and a complete set of bulletins from the U. S. Department of Agriculture. Laboratory problems are assigned from the manual and each student is required to work out one statistical survey which is written in a formal way and filed in the library. Summer.

648. *Methods in Agriculture.* The course will include the following topics: History of agricultural education, objects and present status of agricultural education, functions of the various agencies promoting agricultural education, laws relating to agricultural education, courses, sequence of courses and sequence of subject matter, text books and the library, laboratory and field equipment necessary and desirable; effective methods of teaching agriculture; when and how to use an individual experiment, a demonstration, a verification exercise, a practicum, a project; the agriculture teacher, his relation to the community. Considerable time will be given to the subject matter of high school agriculture. Students will be asked to organize the work for teaching. Two hours a week will be devoted to special laboratory work in which students will be required to demonstrate certain experiments or exercises before the class. In addition to this students will be required to observe and write up the laboratory work in the secondary courses. Students are also invited to visit and observe the classroom instruction in the secondary courses. Summer.

649. *Health and Sanitation.* A study of personal, domestic and general hygiene; the water supply, sources, and purification; food supply and foods; sewage disposal, and cleanliness; ventilation, heating,

lighting, cleaning and modern conveniences of home and school; school inspection and its importance; retardation and its causes; preventive medicine, including how to recognize and prevent the spread of contagious diseases; disinfection and disinfectants; emergency case and what to do in emergencies; physical defects and how detect them. Winter, spring and summer.

741. *Advanced Physics. a.* Recitation and laboratory work in mechanics and properties of matter. Fall and summer.

742. *Advanced Physics. b.* Magnetism and electricity. Winter and summer.

743. *Advanced Physics. c.* Heat, sound and light. Spring.

These courses cover the ground of college physics and are intended for those expecting to teach the subject. Text book: Ames' Principles of Physics and Laboratory Manual by Ames and Bliss. Prerequisites: Elementary physics and geometry.

744. *Advanced Physiography. a.* An elementary study of the solar system as to parts, relations and theoretical origin. An application of this to earth measurement, time, tides, etc. A simple treatment of such astronomical subjects as comets, meteors and constellations. Fall and summer.

745. *Advanced Physiography. b.* A geologic study of the earth's crust to include classification of rocks, mineral analysis, mountain formation, volcanism, glaciation and denudation. A study of lakes, swamps, the ocean and shore lines is taken up in detail. Field excursions, contour mapping and laboratory experiments given throughout the course. Winter and summer.

746. *Advanced Physiography. c.* The properties and phenomena of the earth's atmosphere. Weather observations and records of barometric pressure, temperature, precipitation, fog, dew, frost, clouds, wind movement, etc. A working out of some of the general principles of meteorology as applied to the cause of general and local storms and the physical basis and controlling factors which determine climate. A description of the varied types of climate with special regard to their human relation. Spring.

DEPARTMENT OF FOREIGN LANGUAGES.

251 and 252. *Latin I. a and b.* First year Latin. The direct method will be used in this course. Much time will be spent on the

development of advanced work. If a laboratory period can be arranged for, it is intended that work outside the class be reduced to a minimum. Connected reading will be begun early in the year and grammar and syntax will be developed as needed in the reading. Much time will be given to the origin of words, including the technical terms of physics, biology, chemistry, and the special word lists commonly assigned in the English courses. The aim will be to make this course of great practical value. Students taking German for their regular language work may take these two terms as elective credits without taking more Latin. Fall, winter, spring and summer.

351. *Latin II. a.* Several easy stories touching on Greek and Roman life will be read. A semi-direct method will be used, including a great deal of oral composition, paraphrasing, and sight reading. Every term.

352. *Latin II. b.* Selections from Cæsar. Every term.

353. *Latin II. c.* Simple selections from the poets and more difficult selections from Cæsar.

The five terms of Latin I and II are intended to conform with the recommendation of the committee of classical languages of the National Educational Association. Four terms are intended to be the equivalent of the work done in the average high school in two years.

354 and 355. *German I. a and b.* Pronunciation, the elements of grammar and syntax, including the simple uses of the subjunctive, are studied. German is, as much as possible, the language of the class room. A number of short stories are read and afford material for oral composition. Fall, winter, spring and summer. Double course in summer.

451. *Latin III. a. Mythology.* Latin III is offered to round out the work of those who do not continue Latin beyond 353. Open to all students of the school above freshman rank. Winter and summer.

452. *Latin III. b. Word Study.* Required of all students of the school who do not take at least one year of Latin. With permission of the head of the department mythology and word study may be substituted for courses 351, 352. Fall and spring.

454 and 455. *German II. a and b. Two terms.* Abundance of easy reading affords materials for oral discussions, written paraphrases and reproductions. Some translation is done and a review of all the

grammar work studied in German I is made. Easier works of Storm, Baumbach, Wildenbruch, and Arnold are read. Every term.

551. *Latin IV. a.* Selections from Cicero's Catilinarian orations. Fall.

552. *Latin IV. b.* Selections from Virgil's Aeneid. Winter.

553. *Latin IV. c.* Selections from Virgil's Aeneid and Cicero. Spring.

554. *German III. a.* This is a term in composition and grammar based on Part II of Thomas' Practical German Grammar. Reading is only to furnish a basis for written and oral composition. Free composition is begun. Fall.

555. *German III. b.* More difficult prose reading; Sudermann's "Frau Sorge." Meyer-Forster's "Karl Heinrich" or Heine's "Harzreise." These are discussed in German with some translation. Independent reading is required. Winter.

556. *German III. c.* Some of the lesser dramas; Schiller's "Wilhelm Tell" or "Die Jungfrau von Orleans," Freytag's "Die Journalisten" or Lessing's "Minna von Barnhelm." Reproductions and paraphrases and correlative outside reading. Spring.

651. *Latin V. a.* Horace's Odes.

652. *Latin V. b.* Terence and Plautus.

653. *Latin V. c.* Cicero's De Amicitia and De Senectute.

654. *German IV. a.* Choice is made of some more difficult dramas of the classical period. Schiller's "Don Carlos," Goethe's "Tasso" or "Egmont" or Lessing's "Nathan der Weise."

655. *German IV. b.* This second term is devoted to the longer novels. Freytag's "Soll and Haben," Scheffel's "Ekkehard" and Sudermann's "Der Katzensteg" have been read.

656. *German IV. c.* Several dramas of the modern school representing Fulda, Sudermann, and Hauptmann.

German IV is mainly a reading course, which presupposes the ability of the student to read and interpret comparatively difficult German somewhat freely. German III or its equivalent is a prerequisite.

657 and 658. *German V. a and b.* A study of Schiller's life, works and place in literature. Readings are selected to acquaint the student with the different phases of his genius. One term is devoted to the critical study and analysis of Wallenstein. Prerequisite is German IV or its equivalent.

751. *Latin VI. a. Roman Public Life.* Howard's Selections will be used. These selections are from Livy, Tacitus, Cicero and Pliny. Abbott's "Roman Political Institutions" will be studied in connection with the course.

752. *Latin VI. b. Private Life of the Romans.* Selections from Cicero's Letters will be read. It is the aim of this course to give an insight into the private life and character of Cicero and to stress the customs and life of the Romans in Cicero's time.

753. *Latin VI. c. Roman Poets.* Selections will be read from the most noted Latin poets. Some attention will be given to the history of Latin literature.

754. *Teachers' Latin.* A teachers' course in beginners' Latin. Cæsar or Cicero. Offered every term when there is opportunity for observation.

755. *Methods in High School Latin.* About equal attention is given to method and subject matter. The library facilities are especially good. Special stress is given to the methods of First Year Latin and Cæsar.

756. *History of German Literature. Prerequisites* German IV or equivalent.

757. *Advanced German Composition and Conversation.* This course is required of all those expecting recommendations as teachers.

758. *Methods, German.* The course is offered for intending teachers and gives a review of "First year German" from the teacher's standpoint, with special reference to elementary phonetics as the basis of good pronunciation. The work aims to discuss the practical problems that face the high school teacher of German. Observation work is done throughout the term.

Latin V and VI and German IV and V alternate and terms are taken in order, fall, winter and spring. Methods courses are given in summer.

A German club is maintained and organized under close supervision to supplement regular class work.

DEPARTMENT OF HOME ECONOMICS.

COOKING.

361. *Domestic Science I. Elementary Cooking.* Laboratory: A study of the general rules of laboratory practice. Consideration of

fuels, ranges and utensils. Fundamental principles of the cookery of the simple foods, such as vegetables, fruits, cereals, milk, cheese, eggs and meats. Use of leavening agents. Lecture: Study of foods in general. The fine food principles. Composition of foods, their cookery, digestion, use to the body. Manufacture and production of food materials. Every term.

362. *Domestic Science II.* A continuation of Domestic Science I, including canning and preserving. Laboratory: Different methods of canning fruits and vegetables, as the kettle process, the three-day heating process, and others. Jelly, preserve and marmalade making. The use of canned and dried fruits, vegetables and meats in the dietary. Lecture: This course consists of a study of bacteria yeasts and molds as applied to the preservation of food products. Sterilization studied in its various phases. Study of the place of the preserved product in the dietary. Every term.

561. *Dometsic Science III. Dietetics.* Laboratory: Preparation of the more elaborate dishes, such as salads, desserts, meat, fruit and vegetable preparations. Utilization of left-overs. Planning, purchasing and serving meals. Infant feeding. School and picnic lunches. Serving of meals. Lecture: A study of foods with especial reference to dietetic value. How to combine food materials in a hygienic and economical manner. Dietetic requirements for various ages, occupations, seasons, etc. Balancing rations. Comparative cost of food materials. Various dietary standards. Winter and summer.

562. *Domestic Science IV. Cookery for the Sick and Convalescent.* Laboratory: Preparation of the more common invalid foods, such as nutritious drinks, gruels, toasts, cookery of eggs and milk for the sick. Actual practice in the preparation of trays for typical diseases, such as typhoid fever, tuberculosis, Bright's disease, diabetes, biliousness, and dyspepsia.

Feeding the Sick: One-half term. Consideration of various foods suitable for the sick and convalescent. Suggestions for the preparation of trays. A study of the common diseases and their dietetic treatment.

Home Nursing: One half term. Sick room problems. Principles of contagion and disinfection. Accidents and emergencies. Demonstrations in bandaging, bed-making and other operations necessary in the sick room. Fall, spring and summer.

663. *Methods in Home Economics.* A study of the methods of presenting home economics to girls of various ages. Materials suitable for reference work. How to make the patrons interested in home economics work in school. School exhibits. Judging products at fairs and other gatherings. Planning and equipment of laboratories as regards cost and convenience.

SEWING.

461. *Domestic Art I.* The principles of plain hand-sewing are given in this course, including the various kinds of seams, patching, darning, basting, hemming, use of the bias cut, and buttonhole making. Special consideration is given to correct position while sewing, neatness and accuracy in work. Practical application of the principles in the making of useful articles, such as bags, aprons and towels. Every term.

462. *Domestic Art II.* Drafting of patterns for undergarments, including corset cover, drawers, petticoat and nightgown. The undergarments are made from these drafted patterns, thus giving the student a general idea of the main points of a pattern. Demonstrations are given in the manipulation and care of sewing machines. Finishing and trimming of undergarments. Study of the various materials suitable for underclothing, such as muslin, cambric, nainsook, and others. Every term.

563. *Dometsic Art III.* A kimona, bungalow apron, shirt waist, skirt and other simple garments are made in this course. Commercial and drafted patterns are used. Study of styles and materials. Winter and summer.

564. *Domestic Art IV.* Making wash dresses. Study of cotton materials and linens. Alteration of commercial patterns. Special attention given to fitting and finishing. Fall, spring and summer.

661. *Domestic Art V.* Advanced dressmaking. A silk and woolen dress are made in this course. Study of colors and styles as suitable for individuals. Study of woolen and silk textiles.

662. *Domestic Art VI.* Millinery and advanced textile study. The student is made familiar with the materials used in hat making. How hat frames are made and covered. Use and abuse of color in millinery. Suitable trimmings. Styles of hats required by different individuals. The student makes three hats in this course.

The textile work consists of a study of the source, manufacture

and use of cotton materials, linens, silks and woolen goods. Tests for adulterants. Prices and various uses are compared. Household linens are given special attention.

DEPARTMENT OF ART.

DRAWING.

371 and 372. *Drawing I. a and b. Elementary Course.* Object drawing, blackboard sketching, illustrative of simple stories and primary design. Elementary landscape, composition and design. Every term.

Mediums used: Water colors, crayons, charcoal, brush and ink.

All primary and rural teachers need this course.

471. *Drawing II. a. Grade Course.* Model drawing, study of light and shade. Composition. Every term.

472. *Drawing II. b. Grade Course.* Still life grouping, illustrating principles in perspective, landscape sketching. Every term.

Mediums used: Charcoal, water colors, pen and ink.

571. *Drawing III. a. Design.* Principles of decoration, elements of beauty, study of balance, rhythm. On demand.

572. *Drawing III. b.* Historic ornament, decorative design, principle of decoration, elements of beauty and a study of balance, rhythm, and harmony. On demand.

It is desirable that a knowledge of the history of art and aesthetics should be obtained as a basis of this study, that the principle be used in the art classes and their application to the various materials, as wood, leather, clay, etc.

Mediums used: Water colors, crayons, pencils, brush and ink.

571. *Drawing IV. a. Oil Painting.* Still life groups, landscape. Spring and summer.

572. *Drawing IV. b. Oil Painting.* Life. Spring and summer.

Mediums used: Oil and charcoal.

573. *V. a. China Painting.* Application and study of simple design. Summer only.

574. *V. b. China Painting.* Composition, from natural form. Summer only.

Mediums used: Mineral paints, and oil.

All of above courses are one hour courses and count half term credit each.

671. *History of Art. a.* Prehistoric art, Egyptian, Babylonian, Assyrian, Grecian art, Architecture, Sculpture.

672. *History of Art. b.* Roman art, Architecture, Sculpture, Roman and Gothic Architecture, Renaissance.

673. *History of Art. c.* Great Painters. Modern art, Architecture, Sculpture, Modern Painters.

Text book: "Apollo," Rheinach.

674. *Special Methods in Art.* Observation, reading and planning will constitute half of this course, and teaching the other half. One term credit. Summer.

Manual Arts.

375. *Primary. a. Paper and Cardboard Construction.* Exercises in freehand cutting, folding, weaving, constructing, decorating. Work suited to different months of the school year. Sand table construction. Methods of presenting work to pupils. Every term.

376. *Primary. b. Clay Modeling and Sand Table Work.* Object modelled from vegetable and animal world; brick molding, relief work. Correlation of modeling with nature study, geography, history and language. Studies of primitive and modern life on sand table. Every term.

377. *Primary. c. Textiles: Weaving and Raffia.* Weaving on cardboard and wooden looms; rugs, mats, hammocks, doll clothes. Exercise in coiling, braiding and knotting raffia. Objects made for home and school. Every term.

Primary courses consider construction work for the first four grades.

475. *Grade. a. Bookmaking, Claywork, and Varied Problems.* Covering, mending of books, making of cases, pamphlets and books. The clay work taught as means of expression in relief work, pottery, maps. Every term.

476. *Grade. b. Basketry and Textiles.* Indian basketry stitches, reed work, caning, native basketry materials studied. Netting, weaving on looms and the use of thread in various ways. Study of clothing and raw materials used in making clothing. Every term.

The grade courses are intended to deal with construction work in the four upper grades. Projects here are more complex than in primary work, with emphasis on utility and beauty.

575. *Art Craft. a. Embroidery and Decoration.* White embroidery, stenciling, colored embroidery, treatment of leaves and flowers.

576. *Art Craft. b. Laces and Threads.* Crocheting, lace making, knitting, point and Battenburg work, and the application of thread in other than embroideries.

577. *Art Craft. c. Leather Work.* Processes of cutting, tooling, staining leather, in making of such objects as suit case tags, card cases, bags and books.

578. *Art Craft. d. Metal Work.* A course in metal work will deal with heating, annealing, etching, and riveting metal. Objects of household use made.

579. *Art Craft. e. Wood Carving.* Enriching wood by means of carving. A course suited to schools having small equipment for hand work. Pyrography given in connection with carving if desired.

All above courses are one hour courses and count half term each.

This work contemplates beautifying the home. Its purpose is to show how beauty may be applied to common things.

675. *Bench Work. a.* Elementary tool processes, as sawing, planing, boring, and finishing. Beginning working drawings, and the making of pieces involving end to end, dowel, miter, and simple joints are worked out. The outfitting of some one room in the house is begun.

676. *Bench Work. b. Cabinet Making.* Working drawings for furniture and the execution of the pattern carried out in wood. This course is a continuation of course *a,* dealing with greater complexities. Reports on various phases of woodwork, consult manual training magazine, and the books on woodwork in library.

677. *Bench Work. c. Cabinet Making and Shop Problems.* Study of hard and soft woods. Equipment of wood working shop for school purposes. Plans course of study for boys below high school. Cabinet making continued, or some special phase of woodwork taken up; as a course for agricultural students.

All bench courses are two hour courses and count one term credit each.

678. *Special Methods in Manual Arts.* Observations, planning

and discussions will constitute one-half of this course; teaching the other half. One term credit.

Writing and Bookkeeping.

378. *Writing. a.* Correct position of the body, penholding, movement, material, and actual practice will be required. Emphasis on what to teach in the different grades and how in each. Every term.

379. *Writing. b.* Actual practice with special attention to letter forms. Outside work required. Emphasis on upper grade writing in public schools. Every term.

Plain, legible writing will be taught, such as represented by Spencer, Ransomarian, or the Palmer system. Blackboard and printed copies will be used.

477. *Bookkeeping. a.* Theory of debits and credits, journalizing, posting, balance sheets, closing ledger, balance of balances are introduced. Fall, spring and summer.

478. *Bookkeeping. b.* Mastery of the journal, cash-book, sales-book, purchase-book, bill of lading, statement of accounts, notes, checks, drafts, and other commercial papers will be accomplished. Winter and summer.

479. *Bookkeeping. c.* Farm accounts. May follow *a.* Winter, spring and summer.

This work will be conducted mostly by the laboratory method. Neatness, accuracy, and speed will be emphasized. The main object of this department is to prepare for teaching commercial subjects in the high schools.

DEPARTMENT OF PHYSICAL EDUCATION.

381. *Physical Training I. Elementary.* Marching, calisthenics, gymnastic dances, and games. One-fourth credit. Every term.

382. *Physical Training II. Intermediate.* Marching, calisthenics, folk dances, rhythmic dancing, dumbbells, barbells, German horse and bounce board, and games. One-fourth credit. Every term.

481. *Physical Training III. Advanced.* Marching, calisthenics, Swedish gymnastics, folk dances, rhythmic dancing, Indian clubs, parallel bars, flying rings, travelling rings, elementary tumbling, games. One-half credit. Every term.

482. *Physical Training IV. Specials.* Tennis, fencing, advanced rhythmic dancing, field hockey, cricket, boxing, wrestling, advanced apparatus work, and tumbling. One-half credit. Every term.

Only students who have completed the first two courses will be allowed to enroll in course IV.

581. *Methods Playground for Women.* Physiology, essentials of anatomy, public hygiene, school hygiene, and personal hygiene, first aid to the injured, Swedish gymnastics, folk dances, rhythmic dances, schoolyard games, and basketball. One term credit. Fall and summer.

582. *Methods Athletic for Men.* Physiology, essentials of anatomy, public hygiene, school hygiene, personal hygiene, first aid to the injured, military tactics, Swedish gymnastics, folk dances, schoolyard games, methods of coaching football, basketball, baseball, track and field athletics. One term credit. Winter and summer.

Physiology is a prerequisite to the methods courses.

These courses are offered to students who wish to prepare for coaching athletics or as teachers of physical training.

Aims. (1) To care for the health and bodily education of the students, giving special emphasis to the interdependence of body, mind, and soul; to develop character as well as muscle. (2) To train our students to coach athletics and supervise the playgrounds of rural and city schools.

Methods. During the year short lectures are given to the students on personal hygiene, first aid to the injured, and systematic physical training, schoolyard plays and games, methods of coaching football, basketball, baseball, track and field sports.

Physical Examination. A physical examination, including measurements, strength tests, and careful examination of the vital organs, is required of every student before entering a class and again at the close of the term if the student so desires. Advice is given each student at this time as to his proper exercise, diet, sleep, and general care of his body.

The drills are adapted to the physically average student, and are but the minimum of exercise. When, in the opinion of the director, a student is sufficiently ill or disabled to require absence from the exercise, he is excused.

The director will prescribe special work for students who are physically unable to take part in the regular class work in physical training, and will adjust the work to suit each individual case.

Credit. One-fourth term credit is given for satisfactory work in the first and second terms of physical training. One-half credit for every additional term. Not to exceed two term credits will be given for physical training. Full credit is given in addition for satisfactory work in either of the methods courses.

Lockers. Each student enrolled will be assigned a separate locker in the locker room and will be held responsible for the care of same.

Baths. Only students in physical training and athletics will have free use of baths and other gymnasium privileges.

Uniforms. Each student is required to wear the regulation uniform in all class work, and must keep same in perfect condition.

Uniforms for Men. Maroon jersey with NORMAL letters across the breast. Navy blue pants with two one-quarter-inch stripes down the sides. White canvas shoes with white rubber soles.

Uniforms for Women. White middy blouse. Blue serge bloomers. White canvas shoes with white rubber soles.

DEPARTMENT OF MUSIC.

PUBLIC SCHOOL MUSIC.

391. *Music I.* Song interpretation, voice culture, ear training and dictation, written work required, elements of notation and ter-

minology, sight singing. Music adapted to the first four (1-4) years of elementary school will be used.

392. *Music II.* Song interpretation, voice culture, ear training and dictation, elements of harmony, melody, writing, elements of form, the phrase, the period, binary and ternary structures, sight singing. Music adapted to last four (5-8) years of elementary school.

491. *Music III.* Elementary harmony two days per week. Sight singing and music appreciation. Music especially suitable for high schools will be used in this class.

492. *Music IV.* Methods three days per week. History of music two days per week. A study of the child voice, note singing, the selection of songs, the monotone and the development of an appreciation of the best in music.

591. *Music V.* Ear training and dictation, advanced work, harmony and musical forms, practice teaching, musical history, chorus and solo singing.

592. *Music VI.* High school music, harmony and musical form, practice teaching, art of conducting, chorus and solo singing.

691. *Music VII.* Advanced work in the pedagogy of school music, practice in conducting chorus, counterpoint, chorus and solo singing.

692. *Music VIII.* Practice in teaching and conducting chorus, counterpoint and composition, methods adapted to institute instruction.

Chorus. One period daily. It is not a period of recreation for uninstructive singing. It is a series of valuable lessons in the technical and interpretative elements of choral music. Such choral works as Gaul's Joan of Arc, and Hofman's Melusina will be studied and given in public. Open to all students having had practice in singing. Glee club for young men. Glee club for young women. One term credit for all work in this line.

The Supervisors' course in music includes piano work through fourth grade and voice work through intermediate grade.

INSTRUMENTAL MUSIC (PIANO).

First and Second Grade. Koehler, op. 157; Gurlitt, op. 130-131; Lemoine-Sidus; Duernoy, op. 120; Bertini, and others. Easy pieces by Lange, Sidus, Steibelt, Czerny, Lichner, Oesten. Easy Sonatinas by Clementi, Lichner, Kuhlau, Reinecke, and others.

Third Grade. Heller, op. 47-46; Loeschorn, op. 66; Czerny octave studies; Schuman's Album for the Young; Beethoven, op. 33. Easy Sonatas by Haydn, Mozart. Pieces by Merkel, Durand, Bohm, Godard, and others.

Fourth Grade. Bach Inventions, Heller, op. 45; Low Octave Studies, Czerny, op. 299; Cramer. Sonatas, Haydn, Mozart, Beethoven. Pieces by Bendel, Chopin, Moszkowski, Schubert, Hiller, Weber, Mendelssohn, Tschaikowsky, Kroeger, and others.

Fifth Grade. Bach's English and French Suites, Heller's Art of Phrasing, op. 16; Clementi's Gradus ad Parnassum; Moscheles, op. 70; Jensen, op. 32. Pieces—Schumann Novelettes; Chopin; Rubinstein; Raff; Liszt; Grieg; MacDowell.

Sixth Grade. Selected. Bach's preludes and Fugues; Henselt, op. 2; Kullak School of Octaves; Chopin; Grieg. Concertos—Beethoven, Weber, Mendelssohn, Liszt.

Graduates must make grades in harmony, musical history, etc., and appear in recitals. Advanced pupils will give entire programs. Text books: Goodrich's Analytical Harmony, W. S. B. Mathew's Musical History. Students may enter classes in sight reading, two or more pianos being used. Special course prepared for post-graduates. Price, eight thirty-minute lessons for $6.00.

Credits in piano as follows:

First and second grades, one term each.
Third and fourth grades, two terms each.
Fifth and sixth grades, three terms each.
Total, twelve terms, or 30 semester hours.

VOICE CULTURE.

Preparatory Grade. Fundamental work in management of breath. Voice placement and tone production. William Shakespeare. Vocaleses—Behnke-Pearce, Vaccai, Lutgen, Concone. Musical history and biographies. Easy English songs.

Intermediate Grade. Vocaleses—Bonoldi, Concone, Panofka, Marchesi. Advanced songs in English. Study of classical musical literature and songs in Italian and German. Sight reading and choral work. Song recitals.

Graduating Grade. Advanced studies by Marchesi, Concone, Panofka, Lamperti, etc. Advanced songs in English, Italian, and

German. History of opera and oratorio. Songs from standard operas and oratorios.

To complete this course students must have three terms German, elementary harmony and piano to fifth grade.

In voice, credits are given as follows:

Preparatory grade, two terms.
Intermediate grade, four terms.
Graduating grade, six terms.
Total, twelve terms, or 30 semester hours.

BAND AND ORCHESTRA.

Individual lessons are given on any instrument used in either band or orchestra. The conditions are same as those in piano. Opportunity is given for much practice and the instruction is thorough.

All who join either band or orchestra get two free practices each week.

THE CONSERVATORY OF MUSIC.

Students in music are requested to take two or more academic subjects along with their music. All special students have the use of the library and are expected to become members of the literary societies and other organizations of the school.

Pianos for practicing may be had in the building. Many students rent pianos and have them placed in their own rooms. About four hundred students have been enrolled in individual music work the past school year. The new pipe organ has stimulated music in the school. Lessons are given on pipe organ.

The courses of study provide for thorough technique, artistic interpretation and a full musical education. Normal students may elect music as a major, either voice, piano or violin or other orchestral instrument. In doing this they receive one lesson per week free on conditions set out on next page.

Recitals are given. The aim is to train the student for a life work, and to develop knowledge and skill.

The length of time it takes to complete a musical course depends upon the amount of time given to it daily. The expenses are at the rate

of $6.00 for eight private lessons. The one who gives half time to music will spend for music lessons from $50.00 to $60.00 annually.

Requirements for Free Individual Lessons.

1. Major in music in which free lessons are taken with the intention of teaching that music and agreeing to complete all grades in that special kind of music.

2. Must have equivalent of two grades in instrument and the preparatory grade in voice before getting free lessons.

3. Enrollment in the school for three successive terms at one time when first lessons are taken.

4. Carry at least two academic or pedagogic subjects requiring preparation, one of which must be English or other language, and maintain a grade of 80 or more in all subjects studied. Specials and half term subjects will not be counted. Other music will not count.

5. Enrollment continuously in a public school music class.

6. Must have completed the equivalent of a two years' high school course. Show credentials giving twenty-four credits in the usual high school subjects.

7. Regular and prompt attendance and participation in rehearsals and performances whenever called, announced or set by program.

8. Take part in any music program given under the auspices of the school when so instructed by the teachers who give the lessons.

9. Practice daily the length of time designated by the teacher.

Failure to comply with any of these regulations or to make proper record forfeits all rights to individual lessons. In case of such forfeiture or withdrawal from school before completing the course all lessons that have been given must be paid for at seventy-five cents per lesson.

GREENWOOD SCHOOL.

The Training School.

The conception of education that it is a means of enabling one to get along without work, must give way to the more sensible one of regarding education as a means of securing more efficient service and a better, happier and more useful citizenship. Every unit of subject-matter must be viewed from the functional standpoint, What use is it capable of serving in the life of the child in his efforts to gain control

of his environment? Any school exercise that will help to make the individual a better, more efficient workman, that will enable him to get more enjoyment out of life, that will lead him to a better appreciation of the beauties of nature, music, art and literature, that will give him a higher conception of his duties to his fellow-man and to his Creator, is useful and may well find a place in every school program.

It is this conception that we have in mind when we speak of the functional value of subject-matter.

Organization. The training school consists of ten grades with from fifteen to twenty children in each grade. It is under the direction of the head of the Department of Education, with five supervisors, one for each two grades. The children come from the city of Springfield and from the country surrounding. They are admitted upon application and without tuition. After the required limit has been reached other applicants are placed on the waiting list to be admitted as vacancies occur. There is at present a waiting list for every grade. The heads of departments devote some time to the work of the training department in observing and in conference with both supervisors and student teachers.

Function. This school is a laboratory in which principles of method and the various theories of education are demonstrated and worked out. Some work in the training department is as essential to the student who is preparing to teach as work in the hospital is to the prospective doctor. It serves the double purpose of a model school and a training school. Much of the teaching is done by trained supervisors for the purpose of giving concrete demonstration of educational principles in the presence of students who are preparing to teach. Observation classes are organized, too, for the purpose of studying the best methods of work as presented in the training department.

It is a practice school in which student teachers work out and apply the principles of method and general educational theory. The aim is to impress upon the minds of the student teachers their own personal responsibility for the progress of the children in their various studies, for the discipline of the class as a whole, and of individual children in particular.

While the principles of teaching are essentially the same under all conditions and at all times, nevertheless the problems of organization and management are not the same, and one of the chief problems

of the training department is to develop in the student teachers the ability to *adapt* themselves to different conditions and to meet the many problems of organization, management and discipline as they may find them when they go into actual practice.

There is also a systematic attempt to develop in the minds of the students the proper professional attitude toward their work, to make them feel the dignity and importance of the work of teaching, and to realize the very great need of special and thorough professional preparation.

In making up their estimates of the personal, scholastic and professional qualifications of student teachers, the opinion of the supervisors, the heads of the departments, and the director are all considered, each being given due weight so that a fair and reasonably accurate opinion may be formed in regard to the possibilities of each and every student.

Course of Study. The State Course of Study forms the basis of the work in the training department. It is expected, however, that the heads of the departments will make such suggestions as they may see fit in regard to the content, order and general arrangement of the subject-matter in their several branches. Special attention is given to the problem of modifying and adapting the course of study to the needs of the children of this particular locality and to make it fit in with the general equipment of this school. Student teachers are taught to look upon the course of study as a *servant* and not as a *master,* and hence it can be used as an outline or general guide while at the same time being modified to meet local needs as indicated above. To make these changes is one of the first problems that should be set before the student teachers.

One of the chief criticisms directed against the public schools of today is that the children have too much to do, that the course of study *is* overcrowded, and that the so-called essentials are sadly neglected. Now, it must be admitted that the elementary school curriculum *is* badly overcrowded and that something should be done to remedy the evil. It is often suggested that many of the subjects now taught *be entirely* eliminated and that the children's energies be concentrated on the old-time fundamentals. We believe that there is no subject taught in the public school today but that is taught in response to some well-defined public demand and that the remedy lies *not* in the *elimination of whole* subjects, but rather in the elimination of such *portions* of

subjects as are out of date and have no bearing directly or indirectly on the welfare of the children; and that proper correlation of subjects, integration and unification, and due attention to incidental teaching will do much toward relieving the congestion and making the work much more real, interesting and effective.

GENERAL RULES GOVERNING STUDENT TEACHERS.

1. The observation work must be done during the year preceding graduation from the Regents' Course, and teaching must be done during the Junior or Senior year of the Diploma Course.

2. Students who are doing work in the training school must devote not less than forty minutes per day to observing and teaching, one or both, and as much more time to the making of plans and preparations for the classroom work; must attend all conferences called by the director or supervisor, and must do such reading as may be necessary to a proper understanding of the work in hand. They should also hold themselves ready to render such assistance to the supervisor as may be necessary and helpful in the management of the classroom.

3. Prerequisites for observation in the training school are: One term of psychology and general method *a*.

4. Prerequisites for teaching in the training school are:

(*a*) Requirements under three above.

(*b*) One term of special methods or one term of primary methods.

(*c*) Approval of the head of the department in which the subject taught falls, as to general knowledge of subject-matter.

5. During the term in which the teaching is done, students will not be permitted to take more than three "solids" in addition to the teaching without the consent of the director of the training school.

6. Student teachers whose teaching is not up to standard will be required to teach an additional term in the training school without credit.

7. All students doing work in the training department should reserve the hour from 3:30 to 4:30 for conference.

8. All assignments for work in the training department are to be made by the director, who will consult with the supervisors and the heads of the departments.

9. In making up estimates of the student teachers, the supervisor will consider the following:

(*a*) Preparation of lessons: Clearness of purpose; originality; thoroughness; organization of subject-matter; appreciation of relative values; mechanics of plan-arrangement; paragraphing, conciseness of statement, writing, etc.

(*b*) Ability to teach students how to study and to train them to think and to act independently.

(*c*) Skill in conducting recitation; in exposition, or in telling; in questioning; in holding attention and interest; in reaching individuals; in using children's experiences and responses; in keeping lessons organized; in economizing time; in securing and fixing definite results; in using blackboard and other means of illustration; in care of pupils' English; in assigning study lessons, etc.

(*d*) Ability to manage children; general attitude; formal, informal, severe, sympathetic; systematizing and economizing routine; handling distracting or disturbing elements; maintaining authority; decision; consistency.

(*e*) Personal fitness for teaching; health, energy; sense of responsibility; intelligence; knowledge; attitude toward criticism; courtesy; confidence; willingness; poise; neatness; carriage; voice, enunciation, etc.

(*f*) Professional attitude, including enthusiasm for the work, independence and individual initiative in working out new methods of procedure and general faith in the work and in the ability to succeed.

(*g*) General rating of teaching (as excellent, good, fair, barely passable, unsatisfactory).

MEMBERS OF ALUMNI ASSOCIATION

BACHELOR OF PEDAGOGY.

Adams, Georgiana	(1910)	Home	Carthage, Mo.
Aldridge, May	(1913)	Teacher	Webb City, Mo.
Allen, Empo	(1914)	Grade Teacher	Mountain Grove, Mo.
Allen, Eva	(1914)	Primary Supervisor	Cheney, Wash.
Allen, Nolah	(1913)	Primary Teacher	Thayer, Mo.
Allen, Stella	(1914)	Grade Teacher	Malden, Mo.
Allison, Mrs. Alma	(1911)	High School, English	Jasper, Mo.
Allison, Nina	(1912)	Student M. S. U.	Columbia, Mo.
Anderson, Chrissie	(1912)	Grade Teacher	Springfield, Mo.
Anderson, Ernest M.	(1913)	Superintendent Schools	Dixon, Mo.
Anderson, Nels	(1911)	Reporter (Republican)	Springfield, Mo.
Anderson, O. R.	(1909)	High School Principal	Gainesville, Texas
Andrews, Paul E.	(1914)	Superintendent School	Walnut Grove, Mo.
Appleby, Felix	(1909)	Superintendent Schools	Ozark, Mo.
Arnett, Mabel	(1910)	Supervisor (Normal School)	Warrensburg, Mo.
Aurand, Leona	(1914)	Home	Springfield, Mo.
Badgley, Mrs. Azalea G.	(1913)	Art Substitute	Springfield, Mo.
Baer, Alice	(1908)	Teacher	Nogales, Ariz.
Baer, Edna	(1908)	Teacher	Bisbee, Ariz.
Baker, Alice	(1910)	High School History	Milton, Iowa
Balderson, Inez	(1910)	Teacher	Riverside, Calif.
Ball, Alva	(1914)	Teacher Music	Ash Grove, Mo.
Barham, Estella	(1914)	Teacher	Polk County
Barley, Genevieve	(1914)	Teacher	Mexico, Mo.
Barlow, W. A.	(1914)	High School Principal	Pierce City, Mo.
Baumann, Editha	(1912)	Home	Springfield, Mo.
Bearden, Fern	(1911)	Grade Teacher	Springfield, Mo.
Bearden, Myrtle	(1909)	Mrs. W. A. Delzell	Springfield, Mo.
Bennett, Mrs. Carrie	(1914)	Student M. S. U.	Columbia, Mo.
Benson, Gladys	(1914)	Home	Bolivar, Mo.
Benton, Alice	(1914)	High School Teacher	Houston, Mo.
Benton, May	(1914)	High School Teacher	Cabool, Mo.
Bistline, Viola	(1911)	Teacher	Washington
Black, C. C.	(1913)	Superintendent Schools	Sullivan, Mo.
Blair, Anna L.	(1908)	German (Normal School)	Springfield, Mo.
Blake, George	(1910)	Manual Training	Los Angeles, Cal.
Bledsoe, John	(1913)	Manual Training	———, Kan.
Bledsoe, Verda	(1913)	Student M. S. U.	Columbia, Mo.
Blevins, Beulah	(1914)	Grade Teacher	Sapulpa, Okla.
Blevins, Minnie	(1914)	English, High School	Humansville, Mo.
Bochmer, Florence	(1911)	English, High School	Lebanon, Mo.
Bolinger, Nettie	(1910)	Mrs. W. Bailey	Lead Hill, Ark.
Booher, Ella	(1907)	High School English	Webb City, Mo.
Bounds, Howell	(1913)	Student, Physical Tr. Sch.	Springfield, Mass.
Boundy, Emma	(1908)	High School English	Vinita, Okla.

Bounous, Joel	(1914)	High School Science	Thayer, Mo.
Bower, T. E.	(1913)	Real Estate	Joplin, Mo.
Bowers, Raymond	(1914)	Student M. S. U	Columbia, Mo.
Boyd, John B.	(1911)	Representative Macmillan Co	Springfield, Mo.
Bradshaw, F. O	(1909)	High School Principal	Oregon
Braeshears, Olive L.	(1910)	Languages, High School	El Dodaro Springs, Mo.
Bragg, Mrs. Elizabeth	(1913)	Supervisor Normal School	Springfield, Mo.
Brake, Della	(1914)	Mrs. Bruce Richards	Carthage, Mo.
Brand, Virginia	(1914)	History, High School	Elk City, Kan.
Briggs, Delpha	(1913)	High School Latin and German	Marshfield, Mo.
Brooke, Pearl	(1910)	Mrs. Charles F. Neer	Vinita, Okla.
Brooksbank, Maude	(1911)	Teacher	Springfield, Mo.
Brookshire, W. A.	(1913)	Law Student M. S. U	Columbia, Mo.
Brown, Artie	(1911)	Mrs. Norton J. Scott	Mountain Grove, Mo.
Brown, C. C.	(1913)	Student M. S. U	Columbia, Mo.
Brown, Mrs. C. C.	(1914)	Student M. S. U	Columbia, Mo.
Brown, Juliet	(1913)	Teacher	Jasper County
Brown, Martha	(1913)	Primary	Pierce City, Mo.
Brown, Mary Maud	(1910)	Mrs. ————	Excelsior Springs, Mo.
Bruen, Dorothy	(1910)	Primary	Colorado Springs, Colo.
Bruens, H. A.	(1910)	High School Principal	Eldorado, Okla.
Bruffey, Matie	(1912)	High School English	Mountain Grove, Mo.
Buckeridge, Bess	(1913)	High School Latin and English	Alba, Mo.
Bullock, E. A.	(1911)	Home	Marionville, Mo.
Burgess, Mrs. Floy	(1914)	Student, Drury	Springfield, Mo.
Burnett, Grace	(1909)	Teacher	Lebanon, Mo.
Burney, F. J.	(1913)	Co. Superintendent Schools	Texas County
Burney, Norma	(1913)	Mrs. H. E. Newton	Mansfield, Mo.
Burris, M. L.	(1907)	Manual Training	Youngstown, Ohio
Butler, W. C.	(1912)	Principal School	Ellington, Mo.
Caduc, Elizabeth	(1912)	Primary	Springfield, Mo.
Calhoun, Herbert C.	(1907)	High School Principal	Waggoner, Okla.
Calhoun, Mary	(1910)	Teacher	Springfield, Mo.
Callaway, Guy D.	(1911)	Medical Student M. S. U	Columbia, Mo.
Callaway, P. C.	(1909)	High School Principal	Mound City, Mo.
Callaway, P. P.	(1908)	State High School Inspector	Jefferson City, Mo.
Campbell, Elwyn	(1914)	Student M. S. U	Columbia, Mo.
Campbell, Genevieve	(1914)	High School English	Piedmont, Mo.
Campbell, Jean	(1914)	Grade Teacher	Springfield, Mo.
Capps, W. A.	(1914)	Teacher	Vernon County
Cary, Jessie	(1913)	High School Mathematics	Webb City, Mo.
Carmichael, Perry	(1913)	Superintendent Schools	Pierce City, Mo.
Carter, Minnie	(1914)	Teacher	Oklahoma
Cassity, Bessie	(1908)	Mrs. E. C. Wilson	Ada, Okla.
Cassity, Roxana	(1913)	Principal Boulevard School	Springfield, Mo.
Chandler, Oscar W.	(1908)	Business	Hannibal, Mo.
Childress, Terry	(1914)	Mrs. Stanley Elmore	Marshfield, Mo.
Childs, Fletta G.	(1913)	High School Latin and Ph. Tr	Wyoming
Clark, Jessie	(1911)	Student Teachers' College	New York
Clark, Mary A.	(1910)	Teacher	Springfield, Mo.
Claypool, Hugh	(1914)	Student Drury College	Springfield, Mo.
Clayton, D. W.	(1907)	State School Statistician	Jefferson City, Mo.
Clingan, Ella	(1913)	Teacher Domestic Science	Springfield, Mo.
Clopton, W. T.	(1914)	High School Principal	Piedmont, Mo.
Cobb, Ethel	(1914)	Teacher	Billings, Mo.
Cockrell, A. M.	(1910)	Teacher	Oklahoma
Cole, Vera	(1908)	Mrs. J. J. Hill	Springfield, Mo.

Coleman, H. A.	(1913)	Principal School	Thomasville, Mo.
Coleman, Mrs. H. A.	(1912)	Teacher	Thomasville, Mo.
Coles, Margeurite	(1913)	Teacher	Springfield, Mo.
Collings, P. M.	(1913)	Co. Superintendent Schools	McDonald County
Collins, Lillian	(1913)	Student M. S. U.	Columbia, Mo.
Conlon, Mrs. Rebecca	(1908)	Principal Campbell School	Springfield, Mo.
Connelly, Julia	(1908)	Teacher	California
Coon, Elbert C.	(1913)	Principal	Fair Grove, Mo.
Coward, L. H.	(1913)	Principal High School	Monett, Mo.
Cox, Laura	(1912)	High School Language	Vinita, Okla.
Crawford, Dallice	(1911)	Mrs. Paul White	Minden Mines, Mo.
Crenshaw, Albert	(1911)	Business	Oklahoma
Custis, Minnie	(1912)	Teacher	Carthage, Mo.
Cutchin, Grace	(1914)	Teacher	Lebanon, Mo.
Dalton, G. O.	(1913)	Superintendent Schools	Fulton, Ark.
Daniel, Bertha	(1914)	English, Normal School	Maryville, Mo.
Davies, Hilma	(1913)	Student Drury College	Springfield, Mo.
Delp, J. D.	(1913)	Bookkeeper Normal School	Springfield, Mo.
Daugherty, Charles F.	(1907)	Superintendent Schools	Bethany, Mo.
Davis, H. N.	(1912)	Principal Public School	Bakersfield, Mo.
Dawson, Anna	(1912)	Teacher	Lamar, Mo.
Denney, F. O.	(1912)	Newspaper	Lowry City, Mo.
Denton, J. B.	(1912)	Student M. S. U.	Columbia, Mo.
Deppe, H. J.	(1913)	Principal Public School	Strafford, Mo.
Devereaux, May	(1909)	Teacher Public School	Springfield, Mo.
DeVorss, Mrs. Kara	(1908)	Teacher	California
Dillon, Beulah	(1913)	Teacher	Poplar Bluff, Mo.
Dinwiddie, Ella	(1913)	Mrs. Ira H. R. Welch	Conway, Mo.
Dobyns, V. A.	(1909)	Banker	Ava, Mo.
Doling, Mrs. Fannie	(1908)	Principal Berry School	Springfield, Mo.
Duff, Alexander W.	(1908)	Business	Neosho, Mo.
Dummitt, Howard	(1914)	High School Principal	Hartville, Mo.
Duncan, Phillis	(1912)	Mrs. ————	———— Okla.
Dunkle, Bertie	(1914)	Teacher	Oklahoma
Dunkle, Myrtle	(1914)	Teacher	Oklahoma
Dunaway, Margaret	(1913)	Teacher	Roswell, New Mex.
Durboraw, Lena	(1912)	Student M. S. U.	Columbia, Mo.
Edmondson, Frances	(1908)	Student M. S. U.	Columbia, Mo.
Edwards, N. H.	(1910)	Principal Public School	Broken Arrow, Okla.
Egan, Esther	(1909)	High School Teacher	Iowa
Elliot, Ione	(1909)	Junior High School Teacher	Carthage, Mo.
Elliot, Mrs. Genette	(1908)	High School Teacher	Oklahoma City, Okla.
Ellis, Buell	(1914)	Latin and Mathematics H. S.	Stockton, Mo.
Ellis, Laura	(1910)	Deceased.	
Ellis, Roy	(1911)	Superintendent Schools	Greenfield, Mo.
Estes, Mollie	(1908)	Teacher Public Schools	Choteau, Okla.
Evans, Fannie	(1908)	Principal Waddill School	Springfield, Mo.
Evans, Roy	(1914)	Farmer	Webster County
Evans, Mrs. Roy	(1914)	Home	Webster County
Ewing, Mary	(1910)	Mrs. Houston Dummitt	Texas
Fairman, Edna	(1912)	Teacher	Springfield, Mo.
Farley, Annie Laurie	(1914)	Primary Teacher	Eureka Springs, Ark.
Feemster, Charles F.	(1907)	Principal Public Schools	Gresham, Neb.
Finley, J. A.	(1913)	Student Normal School	Springfield, Mo.
Floyd, M. R.	(1908)	Superintendent Schools	Miami, Okla.
Fly, Ethel	(1911)	Teacher Public Schools	Webb City, Mo.

Foley, Grace	(1913)	Teacher	Springfield, Mo.
Foster, W. Y	(1908)	Education, Normal School	Springfield, Mo.
Fowler, Julia A	(1909)	Home	Springfield, Mo.
Freeman, Alice	(1914)	Teacher	Salem, Mo.
Fugitt, Gertrude	(1909)	Teacher Public Schools	Kansas City, Mo.
Fugitt, Katherine	(1907)	Teacher Humbolt School	Kansas City, Mo.
Galbraith, Susan	(1912)	Teacher	Wymore, Neb.
Gann, Regna	(1914)	Latin and English H. S	Crane, Mo.
Gibson, Etolia	(1910)	Home	Springfield, Mo.
Gideon, Josephine O	(1913)	Principal Ward School	Springfield, Mo.
Glenn, Florence	(1913)	Primary Teacher	Webb City, Mo.
Goldsmith, William	(1909)	Preacher	Michigan
Gooch, Homer	(1913)	Engineer	Galloway, Mo.
Gray, Susan	(1912)	Primary Teacher	Eminence, Mo.
Green, C. A	(1907)	Lawyer	Webb City, Mo.
Green, William W	(1908)	High School Science	California State
Gregg, R. J	(1911)	High School Mathematics	Springfield, Mo.
Griffith, Phoebe	(1908)	High School Mathematics	Joplin, Mo.
Griggs, Hattie	(1914)	Teacher	Greenfield, Mo.
Grimes, Lora	(1914)	Student M. S. U	Columbia, Mo.
Haldeman, Ida May	(1909)	Teacher	Cottonwood Falls, Kan.
Hall, Alta B	(1911)	High School Latin	Fresno, Calif.
Hamilton, Adelle	(1914)	Primary Teacher	New Madrid, Mo.
Hankins, W. C	(1911)	Farmer	Barry County
Harber, Gertrude	(1914)	Teacher	Springfield, Mo.
Hardman, Bessie	(1914)	Teacher	Chadwick, Mo.
Hargis, Etta	(1914)	Primary	Joplin, Mo.
Hargis, Grace	(1913)	Teacher	Colorado
Hargis, Mayme	(1914)	Teacher High School	Lockwood, Mo.
Harrell, Josiah D	(1914)	High School Principal	Holliday, Mo.
Harris, Elizabeth	(1910)	Mrs. Stein	Aurora, Mo.
Harris, Stella C	(1907)	Manual Arts Normal School	Springfield, Mo.
Harrison, W. I	(1911)	Lawyer	Portland, Ore.
Hartley, U. E	(1913)	Student	St. Louis, Mo.
Hartzell, Alice	(1910)	Teacher	Greene County, Mo.
Harwood, Ernest	(1914)	Teacher	California
Hastings, Lura	(1914)	Teacher	Golden City, Mo.
Hatch, R. N	(1908)	Superintendent Schools	Fresno, Calif.
Haycraft, Maude	(1910)	Home	Springfield, Mo.
Haydon, Helen	(1914)	Teacher	West Plains, Mo.
Hayes, Bruce	(1914)	Teacher	Colorado State
Hayes, Truman	(1913)	High School Principal	Mountain Grove, Mo.
Haymes, L. S	(1913)	Student	Washington, D. C.
Hays, Josephine	(1911)	Teacher Bailey School	Springfield, Mo.
Helm, Emma	(1913)	Primary Teacher	Washington State
Helms, Martha	(1907)	Supervisor Drawing	Webb City, Mo.
Hendricks, Ruth	(1912)	History Teacher High School	Bethany, Mo.
Henneke, Dora	(1914)	Teacher	Boonville, Mo.
Herod, L. P	(1914)	Real Estate	Dixon, Mo.
Hibbard, J. A	(1907)	Business	Oregon
Hibler, Edith	(1911)	Mrs. W. W. Tuttle	Kansas
Hibler, Jessie	(1914)	Home	Springfield, Mo.
Hickman, Grace	(1914)	Teacher	Seneca, Mo.
Hickman, Lettie	(1914)	Teacher Training High School	Jackson, Mo.
Hicks, Carrie	(1912)	History High School	Monett, Mo.
Highland, W. L	(1911)	Principal	Texas

Hill, Clyde M.	(1907)	Professor Mathematics N. S.	Springfield, Mo.
Hill, Katherine	(1911)	Teacher McGregor School	Springfield, Mo.
Hillhouse, Della	(1914)	Teacher	Lenepah, Okla.
Hoffman, R. W.	(1913)	Student, Drury	Springfield, Mo.
Hoffmeister, Carrie	(1913)	Teacher High School	Golden City, Mo.
Hoffmeister, Myrtle	(1909)	Deceased.	
Holland, Abner W.	(1911)	Student University of Calif.	Berkley, Calif.
Hopkins, Gladys	(1909)	Mrs. Robert Ford	Dexter, Mo.
Horner, Eva	(1913)	High School English	West Plains, Mo.
Horner, S. G.	(1910)	Principal School	Alma, Mo.
Horsman, W. S.	(1910)	Superintendent Schools	Golden City, Mo.
Hotham, Beatrice	(1913)	Student M. S. U.	Columbia, Mo.
Hovey, Nelle	(1914)	High School Mathematics	Stella, Mo.
Howard, Clara	(1914)	Teacher	Springfield, Mo.
Hudelson, Ruth	(1914)	Teacher	Poplar Bluff, Mo.
Humphreys, Allen	(1913)	Science High School	Springfield, Mo.
Humphreys, Verra	(1914)	Student M. S. U.	Columbia, Mo.
Hunt, J. W.	(1907)	Business	Salem, Mo.
Hunt, Norma Dove	(1914)	High School Teacher	Richland, Mo.
Hunt, Pearl	(1914)	Teacher	Aldrich, Mo.
Hunter, Rachel	(1909)	Stenographer	St. Louis, Mo.
Hurt, Robert E.	(1911)	Superintendent Schools	Jasper, Mo.
Hurst, J. F.	(1908)	Principal School	———— Mo.
Hutts, Audra	(1914)	Grade Teacher	Miami, Okla.
Hyder, Mabel	(1914)	Teacher	Excelsior Springs, Mo.
Irwin, Margaret	(1914)	Grade Teacher	Springfield, Mo.
Ivie, Bess	(1914)	Teacher	Neosho, Mo.
Jaccard, Elizabeth	(1914)	Domestic Science, High School	Webb City, Mo.
Jadwin, W. E.	(1909)	Superintendent	Cabool, Mo.
Jenner, Sallie	(1914)	Teacher	Verona, Mo.
Johns, A. M.	(1912)	Superintendent Schools	Coulton, Okla.
Johnson, Lizzie	(1914)	Teacher	Taney County
Johnson, Mamie	(1913)	Mrs. B. S. Stottle	Kansas City, Mo.
Jones, J. K.	(1911)	Superintendent Schools	Piedmont, Mo.
Jones, Lee	(1913)	Principal Public Schools	Morrisville, Mo.
Jones, Lucile	(1913)	High School Latin and English	Anderson, Mo.
Jones, Maggie	(1913)	Teacher	Springfield, Mo.
Judd, Sylvia	(1912)	Mrs. Lykins	Springfield, Mo.
Justis, Mabel	(1914)	Supervisor Music	Carthage, Mo.
Keeling, A. J.	(1909)	Principal Ward School	Tulsa, Okla.
Kelleher, Marie	(1908)	Teacher	State California
Keller, O. P.	(1911)	Representative Macmillan Co.	Lexington, Ky.
Keller, Henrietta	(1912)	Music Assistant, Normal	Springfield, Mo.
Kelley, May	(1907)	Principal McDaniel School	Springfield, Mo.
Kennedy, Mrs. Maud	(1913)	Teacher	Pierce City, Mo.
Kidd, Emma	(1909)	Student M. S. U.	Columbia, Mo.
Kilburn, H. C.	(1912)	Ward Principal	Racine, Wis.
King, Margaret	(1911)	Mrs. McShaffrey	Houston, Texas
Kirkpatrick, Nelle	(1910)	Principal Allen School	Springfield, Mo.
Kite, Jessie	(1912)	Physical Training, Stephens Col.	Columbia, Mo.
Klingner, Mayme	(1910)	Teacher	Greene County
Knight, E. J.	(1912)	Superintendent Schools	Buffalo, Mo.
Knight, Harry	(1910)	Fellow, Entomology, Cornell	Ithaca, N. Y.
Knox, Ethel	(1911)	Mrs. Wm. Melcher	Colorado State
Kuhn, Ruby	(1913)	Primary Teacher	Springfield, Mo.
Kurre, Maude	(1914)	Teacher	Laramie, Wyo.

Lampe, Jennie	(1914)	Grade Teacher	Springfield, Mo.
Langsford, Margaret	(1911)	Teacher	Kansas City, Mo.
Lanier, Ethel	(1910)	Latin, College	Marshall, Tex.
Lareau, Addie	(1914)	Home	Texas County
Law, Thaddeus	(1913)	Principal	Amsterdam, Mo.
Lee, Mary	(1910)	Mrs. Beck	Winslow, Ariz.
Lee, W. B.	(1910)	Representative Welch Co.	Bolivar, Mo.
Lenox, E. H.	(1913)	Supt. Public Schools	Jenks, Okla.
Lewis, B. P.	(1909)	Supt. Public Schools	Cuba, Mo.
Lewis, Lola	(1914)	Teacher	Washington State
Lieurance, Alice	(1910)	High School Latin	Roswell, N. M.
List, L. M.	(1912)	Superintendent Schools	Houston, Mo.
Little, Alice	(1914)	Teacher	Greene County
Little, Etta	(1907)	High School Science	Williams, Minn.
Livingston, Anna	(1914)	Home	Kansas City, Mo.
Lloyd, Bernice	(1914)	High School English	Liberal, Mo.
Longman, Florence	(1914)	Grade Teacher	Okmulgee, Okla.
Lord, Letta	(1913)	Grade Teacher	Springfield, Mo.
Love, Mrs. Robert	(1914)	Home	Springfield, Mo.
Lykins, Martha	(1912)	Mrs. Frank Padgitt	Winslow, Ariz.
McAdoo, Mrs. Mollie	(1909)	Principal Bailey School	Springfield, Mo.
McCafferty, Estella	(1910)	Primary Teacher	Little Rock, Ark.
McClanahan, Chas.	(1914)	Superintendent Schools	Crane, Mo.
McCluney, Helen	(1914)	Primary	Ash Grove, Mo.
McClure, Mabel	(1913)	Student M. S. U.	Columbia, Mo.
McCombs, C. A.	(1913)	High School Principal	Marshfield, Mo.
McCracken, C. H.	(1908)	Insurance	Springfield, Mo.
McCroskey, C. W.	(1907)	Co. Superintendent Schools	Greene County, Mo.
McCroskey, F. F.	(1914)	Superintendent Schools	Maitland, Mo.
McCutchin, Vera	(1911)	Teacher Pickwick School	Springfield, Mo.
McDonald, Malinda	(1913)	Student M. S. U.	Columbia, Mo.
McGee, L. K.	(1908)	High School	Nevada, Mo.
McGownd, Matilda	(1909)	Primary Teacher	Little Rock, Ark.
McGuffin, Rachel	(1911)	Mrs. J. Fred Reeves	Clifton, Ariz.
McIntire, Don	(1914)	Home	Cabool, Mo.
McIntosh, J. A.	(1913)	Student M. S. U.	Columbia, Mo.
McKenna, Teresa	(1914)	High School English	Butler, Mo.
McLain, R. Ellis	(1907)	High School Teacher	Joplin, Mo.
McLean, Natalie	(1914)	Teacher	Springfield, Mo.
McNatt, Ora	(1908)	Teacher	Lawrence County
McNatt, Lyda	(1912)	Teacher	Aurora, Mo.
Maddox, Stella	(1912)	Teacher	Poplar Bluff, Mo.
Marquis, Harry	(1913)	Music Student	Chicago, Ill.
Marsh, Karl	(1913)	Teacher	Taney County
Marshall, Edith	(1914)	Student M. S. U.	Columbia, Mo.
Marshall, Grace	(1909)	Teacher Public School	Phoenix, Ariz.
Marshall, Jewell	(1914)	Mrs. Campbell	Phoenix, Ariz.
Martin, Fred F.	(1908)	Teacher High School	California State
Mason, Tina	(1909)	Teacher	Centralia, Mo.
Masters, Elsie	(1914)	Grade Teacher	Springfield, Mo.
Masterson, W. G.	(1907)	Superintendent Public Schools	Vinita, Okla.
Mellor, Martha	(1913)	Agent	Kansas City, Mo.
Mercer, Coral F.	(1907)	Superintendent Public Schools	Gem, Idaho
Mericle, Oscar R.	(1907)	High School Manual Training	Webb City, Mo.
Miller, Allene	(1913)	Grade Teacher	Joplin, Mo.
Miller, Bessie	(1914)	Grade Teacher	Springfield, Mo.

Miller, Ina	(1914)	Teacher	New Mexico
Miller, May	(1909)	Mrs. J. F. Hurst	———, Mo.
Miller, Ollie	(1914)	Teacher	Springfield, Mo.
Miller, Pauline	(1910)	Mrs. Otis Burton	McKeesport, Pa.
Miller, J. F.	(1912)	Teacher	Greene County
Minard, Ruth	(1914)	Grade Teacher	St. Louis, Mo.
Misener, Victor E.	(1910)	Supt. Schools	Columbia Falls, Mont.
Mitchell, Ethel	(1909)	Mrs. Frammell	Thayer, Mo.
Mitchell, G. F.	(1912)	Principal High School	Chickasha, Okla.
Mitchell, Grace	(1913)	Mrs. Heard	Ozark, Mo.
Mooney, Nelle	(1914)	Ward Principal	Springfield, Mo.
Moore, Ada Ellen	(1909)	Teacher Public Schools	Webster Groves, Mo.
Moore, Harry	(1907)	County Superinendent Schools	Lawrence County
Moore, Luella	(1909)	Mrs. Glenn Raper	Texas
Moore, Mary	(1908)	High School English	Seymour, Mo.
Moore, Nora	(1914)	Teacher	Greene County
Morgan, Florence	(1914)	Mrs. Allen Cage	Waynesville, Mo.
Morris, Allie	(1913)	Grade Teacher	Mountain Grove, Mo.
Mote, J. H. H.	(1913)	Student M. S. U.	Columbia, Mo.
Mott, Hugh	(1913)	Superintendent Public Schools	Sarcoxie, Mo.
Musgrave, Mae	(1914)	Primary Teacher	Springfield, Mo.
Naegler, Frieda	(1913)	Teacher	Springfield, Mo.
Napper, Amy	(1909)	High School Mathematics	Brookfield, Mo.
Napper, Eugene	(1910)	High School	Vandalia, Mo.
Neale, Annice	(1908)	High School Latin	Greenfield, Mo.
Nerud, Lidmilla	(1911)	Teacher	Springfield, Mo.
Newberry, Mayme	(1909)	Teacher	Kirkland, Tex.
Newcomb, E. H.	(1911)	Superintendent Schools	Neosho, Mo.
Newcomb, R. S.	(1912)	Superintendent Schools	Mountain Grove, Mo.
Newton, Essie	(1914)	History and English High School	Ava, Mo.
Nixon, Louise	(1910)	History, Normal School	Springfield, Mo.
Noyes, Ormal	(1914)	Grade Teacher	Safford, Ariz.
O'Day, Ernestine	(1914)	Home	Springfield, Mo.
Okes, Alpha	(1910)	Mrs. E. W. Terry	Vilander, Mo.
Oliver, J. A.	(1912)	Principal Public School	Drummond, Mont.
Osborne, Chloe	(1914)	Teacher	Mansfield, Mo.
Page, William	(1907)	Principal Public School	Turney, Mo.
Palmer, Grace	(1910)	Asst. Librarian, Normal School	Springfield, Mo.
Papineau, L. A.	(1911)	Student M. S. U.	Columbia, Mo.
Papineau, Turah	(1910)	H. S. English and Latin	Richland, Mo.
Park, Alzoa	(1914)	Home	Springfield, Mo.
Patrick, Ruth	(1910)	Teacher	Bowling Green, Mo.
Paxton, Lillian	(1910)	High School History	Pierce City, Mo.
Payne, J. O.	(1913)	Superintendent Schools	Licking, Mo.
Payne, M. A.	(1914)	Principal Ward School	Las Animas, Colo.
Peart, Lucy	(1914)	Grade Teacher	Webb City, Mo.
Peiffer, Elizabeth	(1914)	Grade Teacher	Carthage, Mo.
Pepperdine, Grace	(1912)	High School English	Springfield, Mo.
Perry, Lydia	(1910)	High School English	Joplin, Mo.
Perry, Margaret	(1910)	Primary Teacher	Boise, Idaho
Peterson, Fannie	(1914)	Grade Teacher	Springfield, Mo.
Phelps, Kesler	(1914)	High School Teacher	Neosho, Mo.
Phelps, Shelton J.	(1911)	Asst. Mathematics, N. S.	Springfield, Mo.
Philbrook, Florence	(1909)	High School Latin	Lebanon, Mo.
Phillips, Ida	(1914)	Mrs. D. D. Anthony	Springfield, Mo.

Ping, J. J.	(1907)	Superintendent Schools	Liberal, Mo.
Pitman, Alice	(1908)	Mrs. Fred Barbee	Buffalo, Mo.
Porter, Helen	(1912)	Mrs. Leo L. V. Pile	Joplin, Mo.
Potter, Mabel	(1910)	Student M. S. U.	Columbia, Mo.
Prater, Tressa	(1913)	Home	Springfield, Mo.
Probert, Ethel	(1914)	Teacher	Jasper County
Pummill, J. E.	(1913)	High School Principal	Linn Creek, Mo.
Pummill, J. G.	(1909)	Superintendent Public Schools	Seneca, Mo.
Pummill, L. E.	(1912)	Student M. S. U.	Columbia, Mo.
Purkhiser, Callie	(1914)	Home	Webb City, Mo.
Putnam, Hazel	(1914)	Primary Teacher	Riverside, Mont.
Pyle, Madge	(1911)	Primary Teacher	Stockton, Mo.
Rader, Theo.	(1914)	High School Mathematics	Willow Springs, Mo.
Ray, Elgin	(1913)	High School Latin	Lockwood, Mo.
Redding, Nelle	(1914)	Home	Webb City, Mo.
Reeves, Cassie	(1912)	Teacher	Springfield, Mo.
Renfrow, T. O.	(1911)	Supt. Public Schools	Belleville, Calif.
Renn, Oscar	(1914)	Student M. S. U.	Columbia, Mo.
Renshaw, Bessie	(1913)	Deceased.	
Rex, Mrs. Anna V.	(1914)	Primary Teacher	Jasper, Mo.
Rice, Du Fay R.	(1907)	Supt. Public Schools	Grangerville, Idaho
Richards, Bruce D.	(1912)	High School Manual Training	Carthage, Mo.
Richardson, Georgia	(1911)	Teacher	Webb City, Mo.
Ritter, Bernice	(1914)	Teacher	Pulaski County
Roberts, Muriel	(1912)	Teacher	Poplar Bluff, Mo.
Robertson, Mae	(1911)	Mrs. Schwieder	Springfield, Mo.
Robinette, Ann	(1914)	Teacher	Walnut Ridge, Ark.
Robins, Minerva	(1913)	Student T. S. U.	Austin, Texas
Robinson, Clara	(1913)	Teacher	California
Rogers, Mrs. C. D.	(1912)	Primary Teacher	Springfield, Mo.
Rogers, Jessie	(1914)	Home	Springfield, Mo.
Roley, Mabel	(1914)	Grade Teacher	Joplin, Mo.
Rominger, Adah	(1913)	Primary Teacher	Denver, Colo.
Roper, Lovisa	(1914)	Primary Teacher	Burley, Idaho
Roper, Nora	(1914)	Grade Teacher	Springfield, Mo.
Ross, Alberta	(1908)	High School History	Springfield, Mo.
Ross, Alma	(1913)	Teacher	Winslow, Ariz.
Ross, Audra	(1914)	Grade Teacher	Morrilton, Ark.
Ruberson, Ben	(1912)	Student M. S. U.	Columbia, Mo.
Russell, Thos. A.	(1908)	Ward School Principal	Long Beach, Calif.
Russum, Elizabeth	(1909)	High School Science	Darlington, Idaho
Rutledge, Nelle	(1908)	High School Mathematics	Joplin, Mo.
Ruyle, Walter	(1914)	Supt. Public Schools	Morrisville, Mo.
Ryan, George P.	(1911)	Teacher Training High School	Springfield, Mo.
Sanders, Maude	(1914)	Teacher	Greene County
Sayler, J. L.	(1914)	Supt. Public Schools	Anderson, Mo.
Schmitt, Blanche	(1914)	Grade Teacher	Springfield, Mo.
Schneurbush, Leo	(1911)	Letter Carrier	Springfield, Mo.
Scholten, Neva	(1910)	Teacher Phelps School	Springfield, Mo.
Sechler, Earl	(1911)	Student Drury College	Springfield, Mo.
Sechler, Iva	(1910)	Primary Teacher	Spiro, Okla.
Sedgewick, Josephine	(1907)	Mrs. J. B. Brown	Silex, Mo.
Shackelford, Emma	(1912)	High School Principal	Sweet Springs, Mo.
Shaw, Elsie	(1912)	Teacher	McAlister, Okla.
Sherman, C. F.	(1910)	Principal Public School	Stotts City, Mo.
Sherwood, Gladys	(1914)	German, High School	Republic, Mo.

Silsby, Flora	(1909)	Mrs. Harry Hornbeak	Springfield, Mo.
Silsby, Susie	(1907)	Teacher Public School	St. Louis, Mo.
Simmerman, Bess	(1914)	Grade Teacher	Springfield, Mo.
Simmons, Chas. H	(1907)	Supt. Public Schools	Thayer, Mo.
Simmons, Charles	(1912)	Teacher	Washington
Simmons, Leona	(1913)	Principal Bowerman School	Springfield, Mo.
Slater, Nina K	(1908)	Principal Ward School	Sedalia, Mo.
Slavens, Wylma	(1913)	Teacher	Springfield, Mo.
Smith, Anna V	(1914)	Teacher	Marshall, Mo.
Smith, Florence	(1913)	Mrs. Stacey	Springfield, Mo.
Smith, George	(1908)	Lawyer	Malden, Mo.
Smith, W. S	(1912)	Student M. S. U	Columbia, Mo.
Smythe, Meta C	(1913)	Home	Springfield, Mo.
Snead, Nellie	(1912)	High School English	Nehama, Neb.
Snodgrass, Cora	(1909)	Student, Chicago University	Chicago, Ill.
Sohns, Rosalind	(1913)	Primary Teacher	Aurora, Mo.
Speaker, Beulah	(1914)	Teacher	Bois D'Arc, Mo.
Speaker, Lawrence	(1913)	High School	Republic, Mo.
Speaker, Mrs. Lawrence	(1914)	Teacher	Republic, Mo.
Spriggs, Irma	(1907)	English, State Normal	Ada, Okla.
Springer, Mary	(1911)	Teacher Training	Monroe City, Mo.
Starrett, Albertine	(1912)	Teacher	New Mexico
Stegner, Emma	(1914)	Grade Teacher	Boonville, Mo.
Stephens, Elizabeth	(1910)	Teacher	Washington
Stephens, Grace	(1912)	Teacher	New Mexico
Stephens, Omar	(1910)	Teacher	Kansas
Stephenson, D. A	(1912)	Principal Ward School	Missoula, Mont.
Stephenson, W. S	(1912)	Lawyer	Belgrade, Mont.
Stevens, Estella	(1913)	Home	Windsor, Mo.
Stinnett, Mayme L	(1910)	Primary Teacher	Webb City, Mo.
Stone, Mabel	(1908)	Teacher	Washington State
Stone, Pearl	(1908)	Teacher	Bellingham, Wash.
Story, Hazel	(1914)	Home	Springfield, Mo.
Stovall, Grace	(1913)	Primary Teacher	Richland, Mo.
Sullivan, Roy	(1914)	Principal School	Koshkonong, Mo.
Sullivan, Mrs. Roy	(1914)	Home	Koshkonong, Mo.
Tayloe, Wm. L	(1913)	Student M. S. U	Columbia, Mo.
Taylor, B. A	(1912)	Lawyer	Greenfield, Mo.
Taylor, Clyde	(1914)	Teacher	Lockwood, Mo.
Taylor, Cora B	(1908)	Mrs. ————	Washington State
Terry, E. W	(1910)	Teacher	Vilander, Mo.
Terry, Ethel L	(1911)	Teacher	St. Louis, Mo.
Teter, Lucille	(1914)	Teacher	Joplin, Mo.
Teter, Myrtle	(1913)	Teacher Training	Marionville, Mo.
Tharp, Myrtle	(1914)	Teacher	Springfield, Mo.
Tharp, Rose	(1910)	Mrs. Aldine	Austin, Texas
Thom, Bertha E	(1907)	Teacher	St. Louis, Mo.
Thomas, Bessie	(1909)	High School German	Webb City, Mo.
Thomas, Ethel	(1913)	Teacher	Hugo, Okla.
Thomas, Lester	(1914)	Principal Schools	Mace, Idaho
Thompson, Edith	(1908)	Teacher,	Lamar, Mo.
Thompson, Eva	(1914)	Teacher	Oklahoma
Thralls, Zoe	(1913)	Student, Teachers' College	New York
Tibbs, Nellie	(1910)	Mrs. W. A. Williams	Portland, Ore.
Tiffany, Roice	(1914)	Manual Training	Rich Hill, Mo.
Tracey, Nannie	(1908)	Principal Phelps School	Springfield, Mo.
Tuck, Logan P	(1913)	Principal	Urbana, Mo.

Tuck, Mrs. Virginia	(1913)	High School English	Bolivar, Mo.
Turner, Margie	(1914)	Teacher	Lawrence County
Turrentine, R. J.	(1907)	Professor History	Stanford, Texas
Underwood, Hugh	(1909)	Student M. S. U.	Columbia, Mo.
Van Buskirk, Luther	(1912)	Student Drury College	Springfield, Mo.
Van Matre, Grace	(1908)	Mrs. A. C. Wallace	Miami, Okla.
Van Winkle, Daisy	(1912)	Primary Teacher	Springfield, Mo.
Valette, Ruth	(1913)	Mrs. Edgar Thomas	Springfield, Mo.
Veerkamp, Fern	(1907)	Teacher Training	Monett, Mo.
Votaw, David	(1914)	Principal High School	Columbia, Mo.
Wakeman, Maud	(1913)	Primary Teacher	Springfield, Mo.
Walker, Ethel	(1912)	Teacher	Springfield, Mo.
Walker, T. J.	(1911)	History, Normal School	Springfield, Mo.
Wammock, Pearl	(1912)	English, High School	Thayer, Mo.
Waterstripe, Clara	(1912)	Teacher Training	Marshfield, Mo.
Watkinson, Isabel	(1914)	Teacher	Billings, Mo.
Weatherford, Ida	(1914)	Grade Teacher	Joplin, Mo.
Welch, Ira	(1913)	Principal	Conway, Mo.
Wells, Alma	(1909)	Mrs. Hinton	Licking, Mo.
Wells, Bertha	(1909)	Latin, Normal School	Springfield, Mo.
Wells, Carolyn	(1914)	Grade Teacher	Springfield, Mo.
Whelchel, Carrie	(1914)	Teacher	Oklahoma
Whillock, Bertha	(1910)	Teacher	Winslow, Ariz.
Whittaker, Leona	(1908)	Teacher	Springfield, Mo.
White, Frankie	(1910)	Teacher Drury Academy	Springfield, Mo.
White, James H.	(1909)	Agent	Kansas City, Mo.
White, Paul	(1913)	Supt. Schools	Minden Mines, Mo.
Whitlock, Jessie	(1913)	Teacher Bailey School	Springfield, Mo.
Wild, Emma	(1914)	Teacher	Lawrence County, Mo.
Williams, Edith	(1914)	Teacher	Sapulpa, Okla.
Williams, Marcia	(1912)	Teacher	St. Louis, Mo.
Williams, Virginia	(1914)	Grade Teacher	Springfield, Mo.
Wills, Lorene	(1914)	Teacher	Festus, Mo.
Wilson, Dora	(1910)	Student Chicago University	Chicago, Ill.
Wilson, E. C.	(1909)	Librarian, Normal School	Ada, Okla.
Wilson, Gertrude	(1910)	Teacher McGregor School	Springfield, Mo.
Wilson, Ina	(1913)	Teacher	Winona, Mo.
Wilson, Ira	(1914)	Superintendent Schools	Cassville, Mo.
Wilson, Lottie	(1913)	Teacher	Springfield, Mo.
Wilson, Louise	(1913)	Grade Teacher	Guymon, Okla.
Winters, Katherine	(1913)	Teacher	Webb City, Mo.
Wood, Edna	(1914)	Teacher	Springfield, Mo.
Wood, Vesta	(1914)	Teacher	Carthage, Mo.
Woods, Mary	(1909)	English, Normal School	Springfield, Mo.
Woods, Sadie	(1912)	High School Latin	Bethany, Mo.
Woody, Onita	(1911)	Student M. S. U.	Columbia, Mo.
Workman, Pearl	(1914)	Teacher	Sarcoxie, Mo.
Wright, Ena Mae	(1914)	Teacher	Springfield, Mo.
Wright, Nettie M.	(1907)	Mrs. W. G. Masterson	Vinita, Okla.
Wygal, Winnifred	(1907)	Secy. Y. W. C. A.	University of Nevada
Yoder, Georgene	(1914)	Grade Teacher	Springfield, Mo.
Young, Emma	(1912)	Home	Greene County
Youngblood, Chloe	(1913)	Grade Teacher	Republic, Mo.
Youngblood, Grace	(1913)	Primary Teacher	Republic, Mo.

Yentsch, Della	(1913)	Primary Teacher	Mount Vernon, Mo.
Yowell, Stella	(1913)	Primary Teacher	Springfield, Mo.
Zimmerman, Chloe	(1914)	Teacher	Nevada, Mo.

Graduates in Music.

Ball, Alva	(1914)	Music Teacher	Ash Grove, Mo.
Dunaway, Margaret	(1913)	Teacher	Roswell, N. M.
Hibler, Edith	(1911)	Mrs. W. W. Tuttle	Springfield, Mo.
Jones, Laura	(1912)	Music, Public Schools	Ozark, Mo.
Keller, Henrietta	(1912)	Music Asst. Normal School	Springfield, Mo.
Kelley, Erma Laurine	(1914)	Home	Marshall, Okla.
Kucker, Bunola	(1912)	Music, Public Schools	Springfield, Mo.
Lawing, Mrs. Minnie	(1907)	Teacher Music	Ozark, Mo.
Lykins, Martha	(1911)	Mrs. Frank Padgitt	Winslow, Ariz.
Miller, May	(1911)	Mrs. J. F. Hurst	———, Mo.
Preston, Moreland	(1914)	Home	Springfield, Mo.
Reeves, Cassie	(1912)	Music Supervisor	Oklahoma
Swanger, Eva	(1911)	Mrs. John Smith	Elko, Nevada
Thomas, Ethel	(1912)	High School	Hugo, Okla.
Wells, Lula	(1910)	Mrs. W. B. White	Springfield, Mo.

GRADUATES, 1915

DIPLOMA FOR ELEMENTARY TEACHING.—60 HOURS.

Barlow, Edna.....Webb City
Barlow, Walter.....Lebanon
Braun, Elsie.....Springfield
Booker, Ella.....Jasper
Burgi, Luette.....California
Burruss, Marion.....Miami
Butts, Florence.....Springfield
Carter, Mrs. Pruda Webb.....Stella
Carpenter, Edith.....Weaubleau
Cobb, Edith.....Billings
Cooper, Gertrude.....Peirce City
Covert, Lucy.....Webb City
Cowden, Alberta.....Springfield
Dagley, Nettie.....Joplin
Daugherty, Claude B.....Joplin
Daugherty, Teresa.....Joplin
Davis, Jewell.....Mount Vernon
Dobey, Margaret.....Seymour
Faust, Ruth Armina.....Carthage
Galbraith, Lester V....El Dorado Springs
Gilmer, Olive.....Webb City
Gum, Guy.....Powell
Hearst, Pearl.....Winona
Hobson, Elsie Mae.....Springfield
Hopkins, Mrs. G. W.....Springfield
Hornback, Virginia.....Springfield
Howe, Mary.....Springfield
Johnson, Sedley.....Springfield
Jones, Winifred.....Strafford
Kindley, Mrs. Mabel H.....Springfield
Lair, Mary Jane.....Springfield
Livermore, Bessie K.....Joplin
Longman, Allene.....Aurora
Mack, Georgia.....Springfield
Meinecke, Bertha.....West Plains
Minard, Mary Belle.....Springfield
Mitchell, Genevieve.....Springfield
Mitchell, Willie May.....Morrisville
Moorhouse, T. J.....Ava
Murray, Ethel.....Ava
New, Mrs. Edna B.....Bois D'Arc
Newkirk, Mina.....South Greenfield
Nickell, Lena.....Joplin
Osborn, Mona.....Springfield
Parr, Gertrude I.....Peirce City
Phillips, Wm. A.....Huntsville, Ark.
Pitman, Alice.....Phillipsburg
Preston, Moreland.....Springfield
Pyland, Vernon.....Aldrich
Ragland, Jessie.....Shawnee, Okla.
Rice, W. R.....Walnut Grove
Riley, Fay.....West Plains
Robins, Elda.....Newton, Texas
Robinson, Mrs. Harry.....Aurora
Sanders, Clytie.....Springfield
Siebs, A. H.....Springfield
Spencer, Etta.....Joplin
Stone, Ruby C.....Strafford
Sullivan, Mrs. J. W.....New Grove
Troy, Carrie Lee.....Peirce City
Tygart, Clara.....Aldrich
Van Hoose, Lou.....Springfield
Wade, Elizabeth.....Joplin
Watson, E. E.....Billings
Wills, Mrs. Clara.....Lamar
Wood, Gertrude.....Springfield
Wright, Grace.....Warrensburg
Wrinkle, Herbert E.....Welch, Okla.

DIPLOMA FOR PRIMARY TEACHING.—60 HOURS.

Allin, Katherine E.....Springfield
Burg, Nelle.....Bethany
Clingan, Iva May.....Springfield
Davis, Elsie.....West Plains
Hedges, May.....Carterville
Munford, Anna.....Springfield
Pruess, Doris.....Springfield

DIPLOMA FOR HIGH SCHOOL TEACHING.—90 HOURS.

Badgley, Azalea G.....Springfield
Becker, Gertrude E.....Joplin
Bennett, Aurla Irene.....Willcox, Ariz.
Briggs, Delpha .....Springfield
Clopton, W. T.....Piedmont
Cox, Viola B.....Springfield
Eastburn, Lacey A.....Rich Hill
Estes, Ina .....Dexter
Greening, Laura .....Springfield
Haynes, Ruth .....Rich Hill
Herndon, Ora .....Noble
Hickman, Lettie .....Jackson
Hurst, J. F.....Everton
Johnson, Mrs. Mary A.....Granby
Jones, Lucile .....Springfield
Landingham, Ernest .....Wakita, Okla.
Lewis, D. W.....Waynesville
McCammon, Elizabeth .....Springfield
Mack, Estha .....Springfield
Nettles, Edward .....Cedar Grove
Newton, Essie .....Mansfield
Newton, Harriet .....Mansfield
O'Rear, Floyd B.....Springfield
Payne, W. L.....Shelbina
Ray, Elgin .....Springfield
Smith, Frank .....Wheatland
Story, Hazel .....Springfield
Sullivan, J. W.....New Grove

B. S. IN EDUCATION.—120 HOURS.

Anderson, Ernest .....Hancock
Law, Thaddeus .....Springfield
Ryan, George P.....Springfield
Campbell, Lucas .....Springfield
McClanahan, Chas. .....Pease
Sutherland, Agnes .....Kansas City
Hayes, Truman .....Springfield
Phelps, S. J.....Springfield
VanBuskirk, Luther .....Halfway

GRADUATES IN MUSIC.

Padgitt, Bissell
Sayers, Margaret

REGENTS' CLASS, 1915.

Adams, Horace
Alexander, Ethel
Alexander, Ruth
Anderson, C. F.
Anderson, Lucy
Armfield, Louise
Arnold, Iva
Atteberry, Frankie
Babb, Samuel F.
Baldwin, Ruth
Barton, Helen
Bateman, Edith
Beasley, Tressa
Beckham, Ada
Bircher, Helene
Bisplinghoff, Ethel
Blanchard, Ola
Blankenship, Minnie
Bollinger, Mildred
Bowman, Evah
Boyd, Lurah
Bradshaw, Oscar
Brashear, Florence
Braswell, Nova
Bryan, Nona
Cannon, Claudia
Carl, Flora
Cartwright, Chester
Caselman, Bess
Centers, Neta
Chrysty, Myrtle
Collins, Merrit
Copenhaver, Katherine
Cowan, Dora
Cowdrey, Clyde
Crosby, Ellen
Dagley, Lydia
Davis, Mabel
Davis, Marye
Dawe, Mae
Day, Ruth
Doran, O. T.
Dowell, H. F.
Driver, Lelah
Earsom, C. A.
East, Myrtle
Evans, Opal
Ewing, Leota
Farmer, Wade
Finley, Alma
Flamson, Bertha
Foster, Benj.
Franks, Katharine
Garrison, Rebecca
Green, Ida
Grim, Fay
Gustafson, Doris
Hammel, Marian
Hansford, Geo.
Harrison, Esta
Haworth, Chas.
Hough, Frank
Hughes, Ona
Hughes, Una
Jones, Leona
Johnson, Inez
Kaufman, Cecile
Kay, Dewey
Keller, Gertrude
Knapp, Marion
Kyle, Maud
La Bounty, Elise
Landis, Lucy
Law, Irene
Leach, Mabel
Legate, Mary
Lisenby, Abbie
Long, Lotta
Longacre, May
Lyles, Edna
Lynch, Maggie

McIntosh, Roscoe
Malotte, Pauline
Martin, H. H.
Miller, Ira
Montgomery, J. P.
Morton, Abigail
Muri, Katherine
Murphy, Margaret
Murray, Lee
Myers, Carrie
Nickless, Alva
Padgitt, Bissell
Poole, Catherine
Propst, Katherine
Pugh, Ruth
Pummill, Mrs. Atlanta W.
Raabe, Gertrude
Raney Hallie
Reid, Ethel
Riley, Zepha
Robb, Bentley
Roberts, Mary
Rowley, Leni
Ruberson, Ethel
Ryan, Marie
Sade, Evalena
Sanders, Ada
Saxe, Wilma
Shafer, Mary E.
Simon, Gladys
Solomon, Amy
Strench, Elsie
Stuart, Wiletta
Stuckey, Laura D.
Tarbutton, Maude
Thomas, Raymond
Thompson, Pearl
Thornhill, Helen B.
Thornhill, Lydia
Todd, Gladys
Vaughan, Mary E.
Ware, Dot
Watts, Fannie
West, Clarence
Wilkerson, Clifton
Woolley, Fannie
Wright, Alma
Wyant, K. D.

RURAL CERTIFICATE CLASS, 1915.

Adamson, Lucy
Ball, Irwin
Baxter, May
Bean, M. W.
Bennett, Elsie
Bennett, Paul
Bounous, Naomi
Bowers, Dicy
Black, A. Z.
Bramhall, Alma
Brewster, Ruth
Brown, Alta
Brown, Lelia
Brownfield, Agnes
Brownfield, E. M.
Bryan, Ruth
Burch, Austin
Burford, Mary
Burnett, Lulu
Bustrim, Esther
Cain, E. E.
Carter, Grace
Church, Margaret
Click, Albert
Coffman, Maude
Cowden, Marvin
Cozby, Anna
Crabaugh, Egbert
Crow, Grace Elizabeth
Crow, Jean W.
Dale, Irene
Daniels, Willie
Deardorff, Mildred
Deatherage, H. H.
Detherage, Henry
DeWitt, A. E.
Doms, Mrs. Joseph
Ellis, Nona
Elmore, Carrie
Evans, J. E.
Evans, J. W.
Finley, Ethel
Finley, Eula
Fish, Alice
Ford, Myrtle
Fugitt, Maud
Fulton, Henry
Gary, Susie
Gates, Fred
Giebler, Della
Goff, Roxie
Goodwin, Ethel
Gothard, Floss
Halbert, Lake
Halbrook, Josephine
Hargis, Pearl
Harrison, Alice
Highfill, Brilla
Holman, Thomas
Holt, James
Howald, Grace
Hudson, Nellie
Huffman, Jas. B.
Humphreys, Russell
Hunter, Nelle Fern
Ingram, Bessie
James, Aline
Johnson, Lenna
Jones, Lela
Jones, Mrs. Ruth E.
Keeling, Gladys
Kelley, Lillie
Lane, Vesta
Langston, Mary
Lautaret, Ida
Lawrence, Loral
Lawson, J. Fred
Lawson, Lillie
Legate, Eva
Legg, Eureka
Leonard, Florence
Long, Golden
Loucks, Walter G.
Love, Verna
Lundy, Thelma
Lunsford, Lena
McCall, James
McCarty, Iza
McCoy, Grace
McIntire, Ina
McIntire, Nina
McKnight, Pansy
Mackey, Ceola
Manary, Rebecca
Marshall, Julia
Marshall, Vinnie
Matthews, Donald
Matthews, Gladys
Max, Edna
Max, Ralph
Meek, Mamie
Meinecke, Lucy
Miller, Oma
New, Edward
Newcomb, V. A.
Newton, Raymond
Nipps, Alice D.
Northcutt, Ouida
O'Bryant, Bertha
O'Bryant, Bessie
O'Bryant, Georgia
Outcalt, Rena
Pitts, Cora
Planchon, Oliver

Randolph, Gettie
Reinmiller, Junetta
Rickson, Effie
Robb, Velvie
Rogers, Golda
Runyon, Lena
Rush, Elvin
Shaffer, Bert
Shaw, Myrtle
Shipman, B. B.
Sisk, Utah
Skidmore, Gayford
Slagle, Ada
Smith, Bulas
Smith, Mildred
Snider, Ella
Sparks, Jessie
Stafford, Lee
Steen, Logan
Stevens, Helen
Stogsdill, Linna
Teter, Adelaide
Terry, Letha
Terry, Lillian
Thompson, Lucy
Thompson, Ursula
Torbitt, Inez
Tygart, Tina
Uhrig, Mary
VanBuskirk, L. H.
Vawter, F. M.
Votaw, Grace
Wall, Nellie
Webster, Edith
Weddle, Della
Weir, Freda
White, Flossie
White, Nina
Williams, Clara Ethel
Wilson, Bertha

STUDENTS ENROLLED, 1914-15

Name	County
Acree, Crystal	Stone
Adams, Catherine	Cass
Adams, Ferne	Vernon
Adams, Helen W.	Greene
Adams, Horace W.	Laclede
Adams, Inez	Greene
Adams, Laura	Cass
Adams, Sam	Greene
Adams, Velma	Laclede
Adamson, Lucy E.	Dade
Agee, L. A.	Texas
Albright, Claude	Greene
Alden, Marietta	Greene
Alexander, Blanche	Jasper
Alexander, Edyth	Dallas
Alexander, Ethel	Dallas
Alexander, Ruth	Dallas
Algeo, Anna E.	Dade
Allen, Madge	Oregon
Allen, Mrs. R. M.	Barry
Allen, Ruth	Greene
Allin, Katherine	Greene
Allsbury, Roy	Jasper
Amiss, Hettie	Hickory
Anderson, Amy	Jasper
Anderson, C. F.	Greene
Anderson, Dorothy	Greene
Anderson, Ernest M.	Miller
Anderson, Golden	Cedar
Anderson, Louise	Greene
Anderson, Lucy	Jasper
Anderson, Russell	Crawford
Anderson, T. W.	Greene
Anderson, Virgil	Miller
Anthony, Nellie	Washington
Antle, Edith	Barry
Appleman, Olga	Jasper
Armfield, Louise	Lawrence
Arnet, Marie	Christian
Arnold, Iva	Dunklin
Arnold, J. C.	Greene
Arnold, Marie	Howell
Arnold, Ruth	Greene
Atkinson, Dora	Cole
Atkinson, Mrs. Victoria	Webster
Atteberry, Frankie	Jasper
Atteberry, Sylvia	Jasper
Babb, Samuel	Dallas
Bacon, Lora	Barry
Badgley, Azalea	Greene
Badgley, Ruth	Texas
Baker, Barney	Cedar
Baker, Thelma	Greene
Baker, W. H.	McDonald
Baker, Mrs. W. H.	McDonald
Baker, Zora	Greene
Baldwin, Howard	Greene
Baldwin, Ruth L.	Newton
Ball, Irvin	Dallas
Ball, Nettie	Dallas
Barber, Beatrice	Oregon
Barbour, Edward	Greene
Barlow, Edna	Jasper
Barlow, Walter	Lacldee
Barnard, Chester	Greene
Barnard, Elizabeth	Greene
Barnard, Fay	Greene
Barnard, Lester	Greene
Barnard, Max	Webster
Barnard, Nell	Greene
Barnett, Georgia	Laclede
Barrett, Ruth	Greene
Barrett, Winifred	Greene
Bartling, Edna L.	Dade
Barton, Helen	Greene
Barton, Leva	Barton
Bass, Elda	Greene
Bass, Lewis	Dallas
Bassett, Flossie	Greene
Bassore, Eunice	Webster
Bateman, Edith	Taney
Bates, Lura	Webster
Baumann, Maybelle	Greene
Bazzill, Cameron	St. Clair
Bean, Fred	Howell
Bean, Inez	Greene
Bean, M. W.	Howell
Bear, Zella	Miller
Bearden, Fern	Greene
Beasley, Tressie E.	Greene
Beck, Maggie	Polk
Becker, Gertrude E.	Jasper
Beckham, Ada	Barton
Beiderlinden, Marie	Greene
Bell, Elsie F.	Laclede
Bell, H. K.	Laclede
Bell, W. B.	Laclede
Bench, Scott	Pulaski
Benintendi, Anna	Newton
Bennett, Edna C.	Dent
Bennett, Elsie	Christian
Bennett, Irene	Arizona

Name	County
Bennett, Paul	Christian
Bennett, Ruby	Bates
Bennett, Winnie	Bates
Benson, Alice	Polk
Bezoni, Esther	Greene
Biddlecome, Florence	McDonald
Biddlecome, Maye	Jasper
Bigbee, Wilma	Greene
Biggs, Edgar	McDonald
Bigler, Lily	Hickory
Bingham, Parley	Barton
Bircher, Helene	Dent
Bircher, Mary	Dent
Bishop, Bertha	Phelps
Bishop, Emily	Maries
Bishop, Floy	Greene
Bishop, Lula	Greene
Bisplinghoff, Ethel	St. Francois
Black, Mrs. C. C.	Greene
Blackard, Sybil	Christian
Blackburn, Anna	Miller
Blackman, Belle	Barton
Blackwell, Sherl	Webster
Blair, Clarence	Greene
Blanchard, Ola	Wright
Blankenship, Minnie	Jasper
Blankenship, M. W.	Dallas
Blanton, W. M.	Miller
Blasingame, Winnie	Stone
Bloomer, Anna	Greene
Blue, H. M.	Laclede
Bodenhamer, Minnie	Greene
Boettler, Vera	Henry
Bolin, Bess	Howell
Booker, Ella	Jasper
Boone, Mona M.	Ozark
Booth, Elsie	Dallas
Borden, Bertie Lake	Jasper
Boswell, Olive	St. Clair
Bouldin, E. L.	Wright
Bounous, Naomi	Barry
Bousman, O. S.	Greene
Bowers, Dicy	Newton
Bowers, Lois	Greene
Bowles, Ida	Taney
Bowlin, Eunice	Wright
Bowling, Albert	Kansas
Bowman, Evah	Jasper
Box, Norma	Polk
Boyd, Chas. F.	Christian
Boyd, Emily B.	Newton
Boyd, Janet	Greene
Boyd, Lilian	Greene
Boyd, Lurah	Dent
Boyd, Martin	Christian
Boyd, Paul C.	Greene
Boyle, Alphonsus	Greene
Boyts, Ruth	Greene
Boze, Davie Lea	Oregon
Boze, Lucille	Oregon
Bradbury, Clara	Jasper
Bradley, Ethel	Hickory
Bradley, Minnie	Hickory
Bradley, N. T.	Henry
Bradshaw, Oscar	Wright
Bramhall, Alma	Wright
Bramhall, B. E.	Wright
Bramhall, Lesta	Wright
Brand, Katherine	Cedar
Brannan, Hazel E.	St. Clair
Brashear, Florence	Lawrence
Braswell, Nova	Oregon
Braun, Elsie	Greene
Bray, Ira E.	Douglas
Bray, Mrs. Ira E.	Douglas
Bray, Jack	Greene
Bray, Minnie A.	Greene
Briggs, Delpha L.	Greene
Brinley, Pearl	Jefferson
Brixey, Blanche	Webster
Brooks, Juanita	Jasper
Brooks, Oscar	Wright
Brooks, R. J.	Greene
Brooksbank, Irma	Greene
Brown, Alta	Christian
Brown, Atlantic	Greene
Brown, Bertha	Webster
Brown, Beulah	Barton
Brown, Edith	Jefferson
Brown, Georgia	Cedar
Brown, Gladys	Cedar
Brown, Hazel	Clinton
Brown, Helen B.	Buchanan
Brown, Ida	Greene
Brown, Julia	Phelps
Brown, Lelia	McDonald
Brown, Lola	Newton
Brown, Miriam	Greene
Brown, V. M.	Laclede
Brown, W. M.	Arkansas
Brownfield, A. W.	Pulaski
Brownfield, E. M.	Pulaski
Bruffet, Fay	Jasper
Brune, Adam	Maries
Bryan, Frank	Howell
Bryan, Nona	Greene
Bryan, Ruth	Greene
Bucher, Martha	Jasper
Buckingham, Beatrice	Jasper
Buckles, Ruby	Howell
Budd, Grace	Lawrence
Buford, Jewell	Jasper

Name	County
Bunyard, Carrie	Douglas
Bunyard, Eula	Greene
Burbanks, Lillian	Pulaski
Burch, Austin	Bates
Burchard, Lea	Pulaski
Buren, Laura	Greene
Burford, Mary	Webster
Burg, Nelle	Harrison
Burgess, Mrs. Floy T	Greene
Burgi, Luette	Moniteau
Burk, Ina	McDonald
Burke, O. R	Crawford
Burleson, Gladys	Dade
Burnett, Lulu	Texas
Burruss, Marian	Saline
Burton, Earl	Greene
Bustrim, Esther	Jasper
Bustrim, Eunice	Jasper
Butler, M. R	Vernon
Butts, Florence	Greene
Byerly, Viola	Ozark
Byers, Esco	Greene
Cable, Vida	Ripley
Cain, E. E	Webster
Cale, Blanche	Jasper
Callaway, Ruth	Christian
Cameron, Grayce	Texas
Cameron, Lottie	Lawrence
Camp, Francis	Greene
Camp, George	Greene
Campbell, Arlene	Arkansas
Campbell, Bernice	Cedar
Campbell, Fern	Polk
Campbell, Genevieve	Greene
Campbell, J. Lucas	Greene
Campbell, Julia	Barry
Campbell, Lotus H	Douglas
Campbell, Marshall	Greene
Campbell, Mildred	Polk
Canard, Patsy	Christian
Cannon, Claudia M	Boone
Cannon, Edward	Howell
Cantrell, Effie	Webster
Cantrell, Vietta	Wright
Cardwell, Emory	Webster
Carl, Flora	Lawrence
Carl, Ora	Lawrence
Carlson, Edward W	Greene
Carmical, Mary	Howell
Carnahan, Edna	Jasper
Carpenter, Edith	Hickory
Carrick, Horace	Webster
Carter, Dona	Lawrence
Carter, Grace	Howell
Carter, Lillie	Ozark
Carter, Pruda Webb	Newton
Carter, Ruth	Ozark
Carter, Vinnia	Greene
Carter, Virgil	Wright
Cartwright, Benj. A	Barry
Cartwright, Chester	Greene
Cartwright, Clara	Barry
Case, Hazel	Cedar
Casebeer, Stella	Greene
Casement, Nellie	Barton
Casey, Clara	Christian
Casey, Ella	Christian
Castle, Eugene	Kentucky
Caton, Blanche	Bates
Cawthron, Mrs. Margaret	Greene
Centers, Marie	Newton
Centers, Neta	Newton
Chadwick, Grace	Jasper
Chamberlain, Grace	Howell
Chambliss, Isabel	McDonald
Chapin, Pearl	Howell
Chapman, Mabel	Stone
Chapman, Neola	St. Clair
Chapman, Rosa	Newton
Chapman, V. E	Newton
Chappelle, Carlos	Greene
Chappelle, Pearl	Lawrence
Cheek, Ralph	Dallas
Cheek, Virgil	Dallas
Christeson, Chas. H	Pulaski
Christeson, Fannie	Pulaski
Chrysty, Myrtle	Jasper
Church, Margaret	Shannon
Claiborne, Grace	Camden
Clark, Effie N	Maries
Clark, Myrtle	Camden
Clark, Vallie	Laclede
Claxton, Ray	Wright
Clevenger, Verna	Greene
Click, Albert	Dent
Clingan, Iva	Greene
Clopton, Lillie	Dade
Cloud, Verlie	Webster
Coats, A. C	Texas
Cobb, Edith	Christian
Cochran, Riley M	Barry
Coffman, Lennie Maude	Butler
Cole, Fay	Laclede
Cole, Geo. L	Pulaski
Cole, Mamie	Stone
Coleman, A. Golda	Henry
Coleman, H. A	Greene
Coleman, Louise	Polk
Coleman, Viola H	Henry
Collet, Pearl	Chariton
Collings, Merritt	McDonald

Name	County
Collins, Edith	Greene
Collins, Grace	Greene
Collins, Pauline	Texas
Collins, Miriam	Greene
Combs, Lena	Barry
Combs, Mrs. Ward	Christian
Connelly, Kathryn	Wright
Conplin, Leroy	Dade
Conrad, Lula	Christian
Constable, Merle	Webster
Constable, Velma	Webster
Conway, Lulu	Franklin
Cook, Geo. H	Laclede
Cook, Lucy B	Greene
Cook, Mary	Greene
Coon, Elbert C	Greene
Coon, F. C	Dallas
Cooper, Gertrude	Lawrence
Cooper, Helen	Greene
Cope, Harry	Greene
Copeland, Ethel	Greene
Copeland, Pearle	Vernon
Copenhaven, Katherine H	Jasper
Corbett, Reba	Greene
Corum, Bessie	Greene
Cottengim, Leone	Wright
Covert, Lucy	Jasper
Covington, Mildred	Webster
Cowan, Dora	Barry
Cowan, Mary J	Barry
Coward, L. H	Greene
Coward, Mrs. L. H	Greene
Cowden, Alberta	Greene
Cowden, Howard	Polk
Cowden, Lena	Polk
Cowden, Marvin	Polk
Cowdrey, Clyde	Greene
Cowherd, Chad	Barry
Cox, Alice	Jasper
Cox, Henry T	Bates
Cox, J. P	Cedar
Cox, Lena	Greene
Cox, Viola	Greene
Cozby, Anna	Webster
Crabaugh, Egbert	Laclede
Craddock, Elva	Laclede
Craddock, Ora	Texas
Craig, Alice	Barton
Craig, Cy C	Wright
Craig, Roscoe	Dallas
Crandall, Coral R	Lawrence
Crandall, Kate	Kansas
Cravens, Christine	Newton
Crissman, Ruby	Bates
Criswell, Carleton L	Greene
Croft, Gladyse	Vernon
Croker, Grace	Henry
Cropper, Claude	Ozark
Crosby, Ellen	Howell
Crouch, Nelle	Newton
Crow, Grace E	Texas
Crow, Hillburn	Texas
Crow, Howard	Newton
Crow, Jean W	Texas
Crowder, Maude	St. Clair
Cullum, Nelle	Newton
Culp, Ruth	Greene
Cummins, Maymie	Newton
Cummins, Pansy M	Crawford
Cunningham, Aloth	Wright
Currier, India	St. Charles
Curry, Lola	Barry
Curtis, Mary	Jasper
Cusick, Besse	Franklin
Dagley, Lydia	Jasper
Dagley, Nettie	Jasper
Danenhour, Geo. B	Oklahoma
Daniel, Adah	Jasper
Daniel, Agatha	Greene
Daniel, Willie	Greene
Daniels, Willie	Barry
Darlington, Belva	Cedar
David, Eulia	Osage
Davidson, Donis	Greene
Davidson, Leta	Barry
Davidson, Loris	McDonald
Davies, Georgia	Greene
Davis, Artie	Stone
Davis, Clara	Webster
Davis, Elsie	Howell
Davis, Jewell	Vernon
Davis, John	Christian
Davis, Kate	Stone
Davis, Marye	St. Louis
Davis, Mrs. Nora	Webster
Davis, W. R	Dent
Davison, Leota	Jasper
Davison, N. E	Greene
Dawe, Mae	Pulaski
Day, Irl	Polk
Day, Ivan	Polk
Day, Julian	Polk
Day, Olin	Polk
Day, Ruth	Christian
Deakens, Myrtle	Henry
Deardorff, Everett	Cedar
Deardorff, Mildred	Cedar
Deatherage, Harvey H	Shannon
DeBrosse, Grace R	Barry
Dee, Willard E	Dade
DeFoe, Eleanor J	St. Louis

Name	County
Delp, Marie	Greene
Denney, Coreen	Howard
Denney, D. W.	St. Clair
Denney, Maude	Wright
Dennis, Warren G.	Greene
Denton, Lela	Newton
Deppe, H. J.	Greene
Detchemenendy, Gretchen	Jasper
Detherage, Henry	Laclede
DeWitt, A. E.	McDonald
Diemer, Gene	Greene
Dishman, A. B.	Webster
Dixon, Hardy H.	Cedar
Dixon, Helen	Arkansas
Dobey, Margaret	Webster
Dodson, Anselle	Barry
Dodson, Furlon	Barry
Dodson, Kate	Barry
Dodson, Maude	Texas
Doling, Lillian	Greene
Dollarhide, Rovilla	Dade
Domer, Jessie	St. Clair
Doms, Joseph	Crawford
Doms, Mrs. Joseph	Crawford
Donohue, Mae	Howell
Doran, O. T.	Christian
Dorman, Bonnie	Hickory
Dorman, Nell	Hickory
Dorsey, Floy	Greene
Dorwin, Lovesta	Franklin
Doty, V. A.	Barry
Douglas, Corinne	St. Clair
Douglas, Flo	Oklahoma
Douglas, Ruth	Stone
Dowell, G. S.	St. Francois
Dowell, H. F.	St. Francois
Dowell, Lottie	St. Francois
Driver, Lela	Jasper
Druen, Neva	Laclede
Drumwright, Verda M.	Greene
Duckworth, May	Stone
Dugger, Ethel	Taney
Duke, Inez C.	Greene
Dulin, Bertha	Greene
Dunaway, Margaret	Dade
Duncan, Larkin	Barry
Dunlap, Mrs. Addie	Jasper
Dunlap, Florence	Greene
Dunn, Lavlett	Dade
Dunn, Lovesa	Polk
Durboraw, Lena	Greene
Earnst, Vina D.	Jasper
Earnst, Wm.	Jasper
Earsom, C. A.	Bates
Earsom, E. E.	Bates
East, Myrtle	Phelps
Eastburn, L. A.	Bates
Eckhardt, Tilla	Stone
Eddings, Sherman	Greene
Edmondson, Ernest M.	McDonald
Edmondson, Lola	Greene
Edwards, George	Greene
Elkins, Arthur	Pulaski
Elkins, Georgia	Christian
Elliff, Miles	McDonald
Elliff, Rowan	McDonald
Elliott, Bertha	Cedar
Elliott, Maud	Newton
Ellis, Buell J.	Greene
Ellis, Esther	Greene
Ellis, Nelle	Greene
Ellis, Nonie	Stone
Ellyson, Goldia	Barton
Elson, May	Greene
Elson, Ruth	Greene
Elmore, Carrie	Newton
Ely, G. G.	Christian
Ely, Lee	Wright
Ely, Ruth	Christian
Emery, Doloris	Greene
Emlet, Mrs. Josephine	Christian
Emmett, Mabell	Polk
Emmett, Vera	Polk
England, N. R.	Wright
England, Mrs. N. R.	Wright
Engleman, Finis	Cedar
Enyart, Esther	Polk
Epperly, Elbert	Barry
Epps, Lealon	Ozark
Estes, Grace E.	Newton
Estes, Ina	Stoddard
Esther, Gordon	Laclede
Evans, Frances	Greene
Evans, Frieda	Webster
Evans, J. H.	Barry
Evans, J. W.	Barry
Evans, Lawrence	Dade
Evans, Roy R.	Dade
Evans, Ruby	Greene
Evans, Vivian	Camden
Ewing, Leota	Case
Fadler, Edna	Jasper
Fairburn, Myrtle	Stone
Farley, Floella	Greene
Farmer, C. W.	Polk
Farmer, Lloyd	Greene
Farmer, Vesta	Greene
Fast, Hazel	Barton
Faulkner, Vera	Jasper
Fausel, Jessie	Greene

Name	County
Faust, Ruth A.	Jasper
Ferbrasch, Bert	Greene
Fields, S. P.	Greene
Finch, Martha	Greene
Fine, Gesthford	Greene
Fink, Mrs. H. E.	Greene
Finley, Alma	Dade
Finley, Ethel	Dallas
Finley, Eula	Greene
Finley, J. A.	Dade
Fitch, Ollie F.	Greene
Flamson, Bertha	Barry
Fogerson, Alta	Wright
Fondren, Ray	Greene
Ford, Myrtle	McDonald
Foster, Ben J.	Webster
Foster, Pearl	Jasper
Foulk, Beulah	Texas
Fowler, Lucille	Camden
Fowler, Mabel	Hickory
Fox, Ora	McDonald
Fox, Thomas	Ozark
Frame, Harry	Greene
Frates, Clifford	Greene
Frazee, Elmer	Howell
Frazee, W. D.	Howell
Frazier, Jewell	Howell
Fredholm, Edna	Wright
Freeman, Bernice	Greene
Freeman, Elmer	Dade
Freeman, Oma	Jasper
French, Lottie	Christian
Freyer, Bertha M.	St. Clair
Fruer, Neva	Laclede
Fugitt, Maude	Christian
Fulton, Henry	Bollinger
Gage, Jennie	Webster
Galbraith, E. L.	Cedar
Galbraith, L. V.	Cedar
Galloway, Finis	Greene
Gardner, Ethel	Lawrence
Gardner, John	Christian
Garner, Edna L.	Barton
Garrett, Constance	Greene
Garrison, Rebecca	Jasper
Garrison, Rose	Oklahoma
Garton, Earl	Greene
Garton, Omar	Greene
Gary, Susie	Newton
Gaskill, Sarah	Wright
Gaskin, Verba	Wright
Gates, Fred	Webster
George, Eunice	Miller
Gettler, Agnes E.	Marion
Giebler, Della M.	Franklin

Name	County
Gillan, Mabel	Shannon
Gillespie, Lillian	Greene
Gilmer, Gertrude	Howell
Gilmer, Olive	Jasper
Gilmore, Galen	Cedar
Gist, Beulah	Polk
Gist, Noel	Hickory
Givens, Lora	Camden
Glenn, Cora	Wright
Glenn, Loma	Wright
Goff, Roxie	Greene
Gold, Elmer	Stone
Gold, Ida	Stone
Gollnick, Beulah	Greene
Gooch, Elizabeth	Howell
Gooch, Homer	Christian
Goodnight, Belle	Polk
Goodwin, Clara	Laclede
Goodwin, Ethel	Polk
Gorman, Mabel	Greene
Gorton, Mata	Camden
Gosvenor, W. B.	Wright
Goss, Joyce	Webster
Gothard, Floss	Dade
Govier, Bessie	Greene
Gray, Thomas	Taney
Green, Mrs. C. W.	McDonald
Greene, Ida	Lawrence
Green, Silas	Laclede
Greening, Agnes	Webster
Greening, Catherine	Webster
Greening, Laura	Webster
Greenwood, Grace	Jasper
Greer, Earl	Oklahoma
Greer, Marion	Oklahoma
Greer, Milford	Oklahoma
Gregg, Alma	Dallas
Greig, J. C.	Phelps
Gresham, Elsie	Jasper
Gresham, Grace	Greene
Grether, Marie	Dade
Griffith, Ray	Jasper
Grim, Fay	Jasper
Grisham, Theo.	Jasper
Groves, Stella	Greene
Grubaugh, Ella	Greene
Grundy, Jesse L.	Jasper
Gum, Guy	McDonald
Gunier, Lola	Cedar
Gurley, Marie	Greene
Gurley, Ruth	Jasper
Gustafson, Doris	Greene
Guynn, Reuben	Henry
Hagen, Clara	Howell
Halbert, Lake	Texas

Name	County
Halbrook, Josephine	Arkansas
Haldeman, Ida May	Greene
Hall, Eva	Jasper
Hall, Grace	Howell
Hall, Lloyd	Greene
Hallaver, Victor	Greene
Hamby, Dorothy	Texas
Hamel, Barbara	Greene
Hamel, Mildred	Greene
Hamilton, Demmah	Laclede
Hamilton, Gertie	Laclede
Hamilton, Ione	Henry
Hamilton, Laura	Henry
Hammel, Marian	Jasper
Hammel, Verna	Jasper
Hammerbacher, Clarence	Dallas
Hance, Juanita	Greene
Hannah, Beula	Greene
Hansford, George	Miller
Harber, Gertrude	Greene
Harcourt, Clara	Greene
Harcourt, Lena	Webster
Hardin, Virgil	Arkansas
Hargis, Ida	Webster
Hargis, Mayme	Greene
Hargis, Pearl	Webster
Harlin, Madge	Ozark
Harman, C.	Carter
Harpe, Mabel E.	Greene
Harral, O. H.	Texas
Harrell, John G.	Greene
Harrell, Josiah	Greene
Harrington, Edwin	Barry
Harrington, Eldred	Barry
Harrington, Mrs. Iris	Barry
Harris, Belle	Greene
Harris, Earl	Pulaski
Harris, Gussie	Greene
Harris, Lola	Laclede
Harris, Lutie	Newton
Harris, Mary	Phelps
Harrison, Alice	Douglas
Harrison, Esta	Webster
Harrison, Floyd	Arkansas
Harrison, Katheryn	Crawford
Harrison, Lucile	Jasper
Harrison, Ruth	Greene
Harrold, Cecile	Camden
Hartley, Ruby	Laclede
Hartzog, Ethelyn	Texas
Harwood, Ernest	Laclede
Haseltine, Bryan	Greene
Haseltine, May	Greene
Hastin, Mrs. Ethel	Cedar
Hatton, A. L.	Phelps
Hawkes, Mildred	Greene
Hawkins, Minnie	Barton
Haworth, Charles J.	Wright
Hayden, Ruby	Greene
Hayes, Bruce	Greene
Hayes, Truman	Greene
Haynes, Lucile	Barry
Haynes, Ruth	Bates
Hazlett, Inez E.	Dallas
Headley, Birchie	Wright
Headley, Dora	Wright
Headley, Harry	Greene
Heald, Daisy	Jasper
Hearrell, Mary	Newton
Hearst, Pearl	Shannon
Hedges, May	Jasper
Hedgpeth, Lelia B.	Greene
Heiserman, Roy	Greene
Helm, Anna	Jasper
Hembree, Esther	Dade
Hembree, Ethyl	Cedar
Hembree, J. A.	Cedar
Henbest, Willa	Barry
Henderson, Agnes	Wright
Henon, R.	Shannon
Henderson, Martha F.	Greene
Hendon, Bessie	McDonald
Hendrix, Thelma	Greene
Henritze, Hortense	Jasper
Henry, Guy	Jasper
Henry, Lois	Christian
Henry, Mabel	Christian
Henson, John	Butler
Henson, Katheryn	Lawrence
Hereford, Imogene	Bates
Herndon, Burney	Ozark
Herndon, Gertrude	Christian
Herndon, Ora	Ozark
Herron, R. L.	Shannon
Hetz, Florence Elizabeth	Jasper
Hibler, Jessie	Greene
Hicks, Eva	Texas
Hicks, Nettie	Texas
Higginbotham, Ruth	Newton
Higgins, Amy	Dade
Higgins, Clinton	Dade
Highfill, F. J.	Dallas
Highfill, Mrs. F. J.	Dallas
Hight, Anna	Lawrence
Hillhouse, Clay	Wright
Hillhouse, Glenn	Lawrence
Hilliard, Hattie	Greene
Hines, Lenore	Jasper
Hinkle, Rue	Polk
Hinkle, Wade	Polk
Hinkle, Wayne	Polk
Hinton, Clyde	Texas

Name	County
Hobson, Elsie Mae	Greene
Holcomb, Ruth	Lawrence
Hoey, Florence	Greene
Holland, Jack	Greene
Hollingsworth, Nellie	Jasper
Holman, Thomas V	Dade
Holman, Vadda	Polk
Holmes, Ava	Greene
Holt, Grace	Howell
Holt, Thet	Arkansas
Hoover, Jewell	Wright
Hopkins, Earl	McDonald
Hopkins, Mrs. G. W	Greene
Hopkinson, Ruth	Laclede
Hord, Margaret	Ray
Hornback, Virginia	Greene
Horner, Elizabeth	Greene
Horning, Homer	Greene
Horton, George	Greene
Horton, James	Greene
Hoshaw, Dayse	Christian
Hough, Karl	St. Clair
Hough, H. Frank	St. Clair
House, Emma	Greene
Houseman, Harrison	Gasconade
Howald, Grace	Crawford
Howard, Emma	Ozark
Howard, Mary	Webster
Howard, Ruth	Greene
Howe, Mary	Greene
Howell, Mary	Greene
Howlett, Roger	Pulaski
Hudlow, Ola	Howell
Hudson, Dora	Polk
Hudson, Frances	Henry
Hudson, Nellie	Henry
Hudson, W. B	Wright
Huffman, Jas. B	Ozark
Huffman, Mrs. J. B	Ozark
Hughes, Chester	Greene
Hughes, Ethel	Greene
Hughes, Ona B	Dade
Hughes, S. Ella	Laclede
Hughes, Una	Dade
Hull, Crystal	Greene
Hull, Edith M	Lawrence
Hull, Eva	Taney
Hulse, Olivia	Jackson
Hume, Mrs. Nellie L	Greene
Humes, Grace	Phelps
Humphreys, Russell F	Laclede
Hummel, Arthur	Jasper
Hunt, Mrs. Besse	Dade
Hunter, Nellie Fern	Lawrence
Hurst, Claude	Dallas
Hurt, Georgia	Camden
Hurte, Maude	Camden
Hutchinson, Bernice	Lawrence
Huxley, Haycyone	Oregon
Hyde, Flora	Webster
Hyde, M. F	Webster
Ihrig, J. O	Hickory
Imboden, Mrs.	Greene
Ingram, Bess	Greene
Inman, Bess	Douglas
Inman, L. H	Douglas
Irwin, Jessie	Miller
Jackson, Fay	Wright
Jackson, Nora	Arkansas
Jackson, Tennessee	Webster
Jadwin, Mrs. Emma	Texas
Jadwin, Walter E	Texas
Jahrling, Mary	Oregon
James, Aline	Greene
James, Clara	Greene
James, Herbert	Douglas
Jameson, Lizzie	Webster
Jenkins, Ella	Benton
Jenkins, Elsie	Stoddard
Jenkins, Jewell	Polk
Jenner, Gertrude	Greene
Jennings, Anna	St. Louis
Jennings, Edith	Lawrence
Jobson, Olivia M	Jasper
John, G. B	Phelps
John, Troy	Maries
Johnson, Chloe	Dallas
Johnson, Clara	McDonald
Johnson, Claude	Taney
Johnson, E. A	Newton
Johnson, Earl	Texas
Johnson, Elmer	Ozark
Johnson, Eva	Arkansas
Johnson, Georgia	Greene
Johnson, Hesper	Jasper
Johnson, Inez	Jasper
Johnson, John M	Webster
Johnson, Lena	Greene
Johnson, Lenna	Phelps
Johnson, Lenora	Arkansas
Johnson, Mrs. Mary A	Newton
Johnson, Minnie B	Lawrence
Johnson, Nell	Laclede
Johnson, Oren	Webster
Johnson, Riley	Douglas
Johnson, Sedley	Greene
Johnson, Stella	Lawrence
Johnson, Wayne	Greene
Jones, Bertha	Wright
Jones, Dollie	Wright

Name	County
Jones, Fronia M	Greene
Jones, John C. Jr	Wright
Jones, Hettie	Camden
Jones, Laura	Greene
Jones, Lela	Dade
Jones, Leona	Greene
Jones, Lucile	Greene
Jones, M. M	Howell
Jones, Pearl	Lawrence
Jones, R. D	Wright
Jones, Mrs. Ruth	Greene
Jones, Ruth	Lawrence
Jones, Ruth E	Jasper
Jones, Sol	Wright
Jones, Winnifred	Greene
Jones, Zella	Stoddard
Jones, Zella	Webster
Jordan, Beuna	Greene
Jordan, John Clark	Greene
Journey, Grace	Barry
Julian, Agnes	Dent
Julian, Lizzie	Dent
Kaneaster, Elizabeth	Taney
Kanel, Bernice	Webster
Karr, Ruth	Shannon
Kastendieck, Pauline	Christian
Kastendieck, Raymond	Christian
Kastendieck, Verda	Christian
Kaufman, Cecile E	Jasper
Kaufman, Hazel	Jasper
Kay, D. H	Taney
Keel, Minnie Lee	Ray
Keeling, Gladys	Barry
Keeton, Rena	Newton
Keith, L. B	Barry
Keith, O. P	Newton
Keith, W. A	Barry
Keltner, Linza	Christian
Keller, Gertrude	Wright
Kelley, Laura	Greene
Kelley, Lillie	Wright
Kelly, Harry B	McDonald
Kelly, Marion	Jasper
Kenton, Mrs. Jessie	Greene
Kesterson, Ethel	Greene
Key, Ruth	Crawford
Kerby, Dora	Howell
Kerr, Mabel O	Cass
Kindley, Mrs. Mabel H	Greene
King, C. P	Howell
King, Estella	Phelps
King, Wilton	Maries
Kleeman, Elsbeth	Greene
Kleeman, Hulda	Lawrence
Kirkpatrick, Leona	Wright
Kirkpatrick, Lorena	Wright
Knabb, Verna E	Greene
Knapp, Marion E	Greene
Knight, L. G	Jasper
Killenburn, Goldia	Jasper
Kyle, Maud E	Dade
Ladd, Fern	Christian
Lair, Mary J	Greene
Lambeth, Berthena	Laclede
Lambeth, Cora	Laclede
Lambeth, Isabel	Laclede
Landingham, Ernest	Oklahoma
Landis, Lucy	Barry
Lane, Naoma	Polk
Lane, Vesta	Oregon
Langston, Mary	Greene
Langston, Ruth	Greene
Lankford, Lucy	Arkansas
Largent, Georgia	Jasper
Lautaret, Ida	Barry
Law, Irene	Greene
Law, L. C	Hickory
Law, J. Thaddeus	Greene
Lawrence, A. L	Taney
Lawson, J. Fred	Hickory
Lawson, Lillie	McDonald
Lawson, Lula	Jasper
Lawson, Mishie	McDonald
Lawson, Wilbur	Greene
Leach, Mabel	Jackson
Leaming, Helen	Jasper
Leasgang, Mrs.	Greene
Leaver, L. E	Dent
LeBlanc, Helen	Greene
LeBlanc, Hubert	Greene
Lee, Talmage	Barry
Leezy, W. T	Crawford
LeFever, Woody	Phelps
Legan, Spencer	Laclede
Legate, Eva	Lawrence
Legate, Mary	Lawrence
Legg, Eureka	McDonald
Lehmen, E. D	Greene
Lemmon, Ellasue	Greene
Leonard, Florence	Greene
Leonard, Otis	Greene
Lester, Blanche	Lawrence
Lethco, Claude	Douglas
Letson, Harriet J	Howell
Lewis, Carol	Greene
Lewis, D. W	Pulaski
Lewis, Effie	Laclede
Lewis, Maude G	Newton
Liggett, Harriet	Howell
Liggett, Josie	Howell

Name	County
Lilly, Anna	McDonald
Lilly, Ella	Howell
Lincoln, Iris	Barry
Lincoln, L. A	Barry
Lisher, Grace	Barton
Lisenby, Abbie L	Greene
List, Ruby	Texas
Liston, Sadie	Cedar
Litteral, Mildred	Greene
Little, Mabel	Jasper
Livingston, Marion	Texas
Livingston, Mildred	Texas
Livermore, Bessie K	Jasper
Lloyd, Hugh	Greene
Lockhart, Vinnie	Stone
Lockwood, Eva	Laclede
Lockwood, Verda	Laclede
Loftin, Grover	Barry
Logan, Etta	Lawrence
Lollar, Letha	Vernon
Long, Ada F	Cedar
Long, Jonah	Laclede
Long, Lotta B	Texas
Long, Neva Julian	Barry
Long, Rolla	Greene
Longacre, May	Jasper
Longman, Allene	Lawrence
Lotz, Eunice B	Harrison
Love, Nellie	Greene
Love, Verna	Newton
Low, Jewel C	Hickory
Lowrie, W. C	Greene
Loyd, Marguerite	Polk
Lundy, Ressa	Polk
Lundy, Thelma	Polk
Lunsford, Lena	Greene
Lusk, Deytz	Webster
Lyche, Irma Tambs	Greene
Lydard, Vera	Jasper
Lynch, Maggie	Phelps
McAmiss, Effie	Greene
McCall, B. H	Dade
McCall, Georgia	Webster
McCall, James	Dallas
McCall, Jewell	McDonald
McCall, Nannie	Webster
McCall, Thelma	Texas
McCammon, Elizabeth	Greene
McCandless, Ruth	Greene
McCandless, Shirley	Greene
McCarty, Iza	Greene
McClanahan, Chas.	Laclede
McClanahan, Claude	Laclede
McClannahan, Myrtle	Laclede
McClendon, Pearl	Newton
McCluer, Edna	Barry
McClure, Sadie	Barton
McCombs, C. A	Texas
McCormack, Mary	Greene
McCoy, Anna	Polk
McCoy, Esther	Christian
McCoy, Grace	Christian
McCoy, Hopa	Christian
McCoy, Pearl	Ozark
McCracken, Esther	Jasper
McCray, Eugenia	Greene
McCulloch, Lois	Bates
McCutcheon, Vera	Greene
McDaniel, Lena	Henry
McDowell, Hazel	Vernon
McElhaney, Lillian	Greene
McFarland, Edward	Greene
McGiboney, Katie E	Texas
McGinnis, Byron	Greene
McGinnis, Cleo	Christian
McGinty, Dulcie	Greene
McGlothlin, Fred	Barry
McGraw, Jessie	Webster
McGruder, Iva	Greene
McHaffie, Opal	Webster
McIlvin, Anita	Greene
McIntire, Ina D	Texas
McIntire, Nina	Texas
McIntosh, R. B	Dade
McKeever, Jessie	Maries
McKellop, Ruth	Oklahoma
McKinley, Fred	Ozark
McKinley, J. A	Ozark
McKinney, H. E	Texas
McKinney, Mrs. H. E	Texas
McKnight, Mary	Newton
McKnight, Pansy	Webster
McLaughlin, Florence	Greene
McLemore, Ray	Dade
McManis, Beulah	Barton
McMillan, Ralph	Greene
McMurry, Lida	Greene
McMurtry, George	Douglas
McNally, J. E	Barry
McSwain, W. B	Ozark
McNeill, Delia	McDonald
McQuitty, Florence	Greene
McVay, Mrs. R. F	Greene
Mace, Bertha	Miller
Mack, Estha	Greene
Mack, Georgia	Greene
Mack, Robert	Greene
Mack, Ruth	Greene
Mackey, Ceola	Jasper
Mackey, Ray	Greene

Name	County
Madding, Thos. E.	Vernon
Maddox, Stella	Webster
Maddux, Jerry	Dallas
Maddux, Ola N.	Dallas
Magraw, Altha	Harrison
Magruder, Iva	Greene
Malotte, Pauline	Taney
Manary, Rebecca	Wright
Manning, Joe	Laclede
Maples, Ethel	Stone
Marrs, Mrs. E. C.	Arkansas
Marrs, Rena	Wright
Marshall, Edith	Greene
Marshall, Freda	Greene
Marshall, Helen	Greene
Marshall, Julia	Wright
Marshall, Lottie	Hickory
Marshall, R. E.	St. Francois
Marshall, Vinnie	Howell
Martin, E. R.	Texas
Martin, G. B.	Greene
Martin, H. H.	Howell
Martin, K. B.	Greene
Martin, L. C.	Laclede
Mash, Everett	Phelps
Masters, Ethel	Jasper
Masters, George	Jasper
Massey, Miss	Greene
Mathena, Maud	Polk
Matlock, Nadine R.	Phelps
Matthews, D. E.	Greene
Matthews, Fannie	Osage
Matthews, Gladys	Greene
Matthews, L. E.	Greene
Mattox, W. C.	Barry
Mattox, Winnie	Barry
Max, Edna	Andrew
Max, R. C.	Andrew
Mayberry, Mertie	Dade
Mayfield, Ilogene	Newton
Maynard, Lenna	Lawrence
Maynard, Lora E.	Lawrence
Meador, Bessie	Hickory
Medlock, A. M.	Texas
Medlock, Ettress	Texas
Meek, Hazel	Jasper
Meek, Mamie E.	Oregon
Mehl, Eunice	Greene
Meinecke, Bertha	Howell
Meinecke, Cora	Howell
Meinecke, Lucy	Howell
Mellon, Elizabeth	Greene
Melone, Bertha	Phelps
Melton, Iva	Greene
Melvin, Omar	Greene
Mertius, Helen	Jasper
Meslin, Victoria	Jasper
Messick, Jennie	Dade
Meyer, Marie	Greene
Mileham, Hazel B.	Jasper
Miles, Arley	Greene
Miller, Bryan	Webster
Miller, Clare L.	St. Louis
Miller, Helen	St. Clair
Miller, Ira	Dallas
Miller, Iva	Phelps
Miller, Margaret	McDonald
Miller, Mary Ruth	Greene
Miller, Minnie	Laclede
Miller, Nelle	Webster
Miller, Oma	Wright
Miller, Sam A.	Webster
Miller, W. B.	Laclede
Milligan, Harry	Oklahoma
Minard, Mary Belle	Greene
Minch, Sarah	Wright
Mingus, Verna	Wright
Minor, Robert	Dallas
Mitchell, Alberta C.	Greene
Mitchell, Anna Ray	Newton
Mitchell, Mrs. Elsie S.	Henry
Mitchell, Genevieve	Greene
Mitchell, Margaret	Oklahoma
Mitchell, Maurine L.	Polk
Mitchell, Opal	Texas
Mitchell, Willie May	Polk
Monger, Huba	Christian
Montague, Gertrude	Maries
Monteer, Lucile	Greene
Montgomery, Anna	McDonald
Montgomery, Flo	Cedar
Montgomery, J. P.	McDonald
Montgomery, Mina	Jasper
Montgomery, Minnie	Dade
Montgomery, Virginia	McDonald
Moody, Bertha	Jasper
Mooney, Herschel	Jasper
Moore, Calvin	Lawrence
Moore, E. L.	Jasper
Moore, Esther I.	Greene
Moore, Frances A.	Henry
Moore, J. E.	Greene
Moore, Vergil	Jasper
Moran, Kathryn V.	Jasper
Morgan, Edith J.	Harrison
Morgan, E. J.	Newton
Morgan, Helen F.	Greene
Morris, Cora E.	Greene
Morris, Harry	Cedar
Morris, I. V.	Lawrence
Morris, Lee H.	Cooper
Morris, Rachel	Greene

Name	County
Morris, Wirt W	Webster
Morrison, Alice C	Oklahoma
Morrison, D. E	Crawford
Morrison, Lona E	Crawford
Morrison, N. E	Crawford
Morrison, W. F	Crawford
Morrow, Harold	Dallas
Morrow, Mildred	Dallas
Morton, Abigail	Newton
Morton, Lora	Polk
Moses, Elizabeth	Greene
Mosier, Marjorie	Greene
Mullins, Audrey D	Jasper
Munday, Willie	Jasper
Munford, Anna	Greene
Munhollon, Della	Laclede
Muri, Katherine	Greene
Murphy, Margaret	Greene
Murray, Ethel	Douglas
Murray, Virginia Lee	Polk
Mutrux, Lucie D	Barry
Mutrux, May	Barry
Myers, Blanche	Texas
Myers, Carrie F	Greene
Nale, Beth	Howell
Nance, Charlie C	Cedar
Nance, E. H	Benton
Nash, Ethel	Webster
Nave, Cuma	Taney
Neagle, K. H	Shannon
Needham, Leo P	Vernon
Neil, Della	Greene
Neil, Oscar	Greene
Nelson, Florence	Crawford
Nelson, Henry	Laclede
Nesbitt, Melanie	Jasper
Nesley, Dollie	Chariton
Nettles, Edward	Shannon
Neville, Merle	Greene
New, Edward	Greene
New, Mrs. Edward	Greene
Newcomb, V. A	Arkansas
Newkirk, Mina	Dade
Newman, Vesta	Newton
Newton, Bertha	Wright
Newton, Essie	Wright
Newton, Harriet	Wright
Newton, Raymond	Wright
Nickell, Lena	Jasper
Nickless, Alva	Texas
Nicks, Florence	Pulaski
Nicks, Sophia	Pulaski
Nicks, W. H	Laclede
Noel, Bessie Lee	McDonald
Noel, Fannie	McDonald
Noel, Mildred	McDonald
North, Nealie	Laclede
Northcutt, Clinton	Lawrence
Northcutt, Clyde	Lawrence
Northcutt, Ouida	Barry
Northrip, Audry	Greene
Norton, Enid	Howell
Nugent, Estella	Polk
Nunamaker, Zula	Jasper
Nutt, Lynn Gordon	Barton
O'Banion, Lloyd	Barry
O'Bryant, Bertha	Cedar
O'Bryant, Bessie	Cedar
O'Bryant, May	Greene
O'Bryant, Ruth	Cedar
O'Howell, Charity	Butler
Oliver, Thomas	Greene
O'Neal, Mildred	Greene
O'Neal, Zelma	Greene
O'Quinn, R. L	Pulaski
O'Rear, Floyd B	Greene
O'Rear, Helen	Greene
O'Rourke, Ariel	Jasper
Osborn, Cloe	Greene
Osborn, Mona	Greene
Osmun, Helen	Howell
Outcalt, Rena V	Greene
Padgitt, Bissell	Greene
Page, Byron	Greene
Painter, Florence C	Greene
Palmer, Leah	Greene
Park, Mrs. Estelle B	Nebraska
Parker, Buanta	Greene
Parker, Buford	Barton
Parker, Martha	Texas
Parmalee, Lester	Greene
Parr, Gertrude I	Lawrence
Parson, Howard	Christian
Partlow, Maude	Laclede
Pate, Pauline	Greene
Patterson, Aldine	Greene
Paul, Grace	Greene
Paul, Nellie Mary	Greene
Payne, W. L	Shelby
Paynter, Grace	Oregon
Pearson, Ernest	Barton
Pease, Minnie	Douglas
Peden, Norma	St. Clair
Peebles, Gladys	Greene
Peebles, W. D	Laclede
Penland, Catherine	Howell
Pentzer, Deborah	Greene
Perryman, Willis L	Greene
Peterman, Retta	Oklahoma

Name	County
Peters, Alfred	Stone
Peterson, Myrtle	Laclede
Petrey, Georgia	Howell
Petterson, Ida	Greene
Phillips, F. M.	Jasper
Phillips, Pearl	Greene
Phillips, Thelma	Webster
Phillips, W. A.	Arkansas
Philpott, C. L.	Camden
Phipps, Meta	Howell
Pierce, Edward	Oregon
Pingree, John	Barton
Pippin, Goldina	Dallas
Pippin, J. Eva	Dallas
Pitman, Alice	Dallas
Pitts, Cora	Dallas
Planchon, Oliver	Barry
Plank, Junius	Greene
Pogue, Etha	Newton
Pogue, G. C.	Newton
Poole, Catherine	Howell
Pool, Esther	Newton
Pool, Frances	Wright
Pope, Martin T.	Lawrence
Porta, Chester A.	Cedar
Porter, Alleen	Greene
Porter, Mabel	Webster
Porter, Minnie	Webster
Post, Joe	Greene
Pottenger, Cora	Arkansas
Potter, Mona	Greene
Potts, Bertha	Polk
Poulson, Amos	Pulaski
Powell, Grace R.	Phelps
Pranter, Rowena	Greene
Preston, Moreland	Greene
Price, Janie	Webster
Price, Mary E.	Texas
Price, O. W.	Webster
Prigmore, Lucile	Texas
Primm, Rogers	Greene
Pritchard, William	Greene
Propst, Katharine	Newton
Protheroe, Eva	Wright
Pruess, Doris	Greene
Pugh, Ruth	Lawrence
Pugh, Winnie	Lawrence
Pummill, Mrs. J. G.	Newton
Putman, Carrie	Jasper
Pyatt, Mayme	Jasper
Pyland, Theda	Dade
Pyland, Vernon	Dade
Pyle, Austin	Lawrence
Queen, Elsie	Jasper
Raabe, Gertrude	Greene
Rader, Stella	Webster
Ragland, Jessie	Oklahoma
Ralph, Glenn	St. Clair
Ramsey, Corbett	Jasper
Rand, Lulu	Greene
Randolph, Gettie	Shannon
Randolph, H. C.	Wright
Raney, Hallie	Barton
Raney, Will R.	Greene
Raney, Virgil	Wright
Ray, Anna	Phelps
Ray, Elgin A.	Greene
Ray, Esther	Greene
Raymond, Homer	Howell
Reaves, Florence	Howell
Reaves, Wm. W.	Wright
Reed, Flora	Webster
Reed, Georgia	Greene
Reed, Mabel	Greene
Reed, May	Barton
Reed, Olive M.	Barton
Reese, Lora	Barry
Reeves, Thurman	Greene
Reid, Ethel	Barry
Reilly, Mabel	Livingston
Reinbold, Alice	Christian
Reinhart, Mary Vida	Greene
Reinichen, Weaver	Greene
Reinmiller, Junetta	Newton
Remington, Florence	Greene
Remington, Olive	Greene
Remmert, Urania	Greene
Renfrow, Edna	Polk
Rhoades, G. E.	Oregon
Rice, Pauline Alice	Newton
Rice, W. R.	Greene
Richardson, Ethel	Greene
Richardson, Jewell	Saline
Richart, Granville	Saline
Richesin, Fay	Lawrence
Richesin, Flo	Lawrence
Richmond, Martha	Marion
Rickman, Mary	Cedar
Rickman, V. Ethel	Jasper
Ricks, Mrs. Gertrude	Texas
Rickson, Effie	Henry
Rickson, Mabel	Henry
Riddle, Chas.	Barry
Riebold, Hettie	Texas
Riley, Fay	Howell
Riley, James R.	Cedar
Riley, W. H.	Cedar
Riley, Zepha	Dade
Rine, Roy	Oklahoma
Robards, Eunice M.	Greene

Name	County
Robb, Bentley	Webster
Robb, Velvie	Webster
Robbins, Hattie	Cedar
Roberts, Jessie	Oregon
Roberts, Marie	Jasper
Roberts, Merle	Greene
Roberts, Pruett	Webster
Robertson, Blanche	Jasper
Robertson, Earle	Greene
Robertson, Gertie	Greene
Robertson, Ovyle	Greene
Robertson, Mrs. Sherman	Greene
Robinette, F.	Wright
Robins, Elda E.	Texas (State)
Robins, Horace	Texas (State)
Robinson, Grace	Newton
Robinson, Mrs. Harry	Lawrence
Robinson, Ralph	Greene
Robinson, Wallace	Greene
Robnette, Mary	Polk
Rodgers, Clarence	Greene
Rodgers, Frances	McDonald
Roe, Frankie Lea	Oregon
Roe, Luetta K.	Cedar
Rogers, Aden	Dade
Rogers, Beth	Dade
Rogers, Faye	Jasper
Rogers, Golda	Dade
Rogers, Leslie	Hickory
Rogers, Uel	Dade
Rohrer, Florence	Crawford
Rohrer, Jason	Crawford
Roller, Ruby M.	Vernon
Roop, Cora E.	Greene
Roper, J. Harlin	Jasper
Roper, Ruby	Greene
Rountree, Thelma	Greene
Routsong, Ellen Ilene	St. Clair
Routsong, Lizzie Irene	St. Clair
Rowden, Letha	Camden
Rowley, Leni L.	Greene
Roy, Mabel	Jasper
Royster, Lee	Wright
Ruberson, Ethel	Greene
Rudick, Alvin	Barry
Rullman, Marval	Buchanan
Runyan, Lena	Greene
Rush, J. L.	Webster
Rush, R. E.	Webster
Rush, Wm. L.	Jasper
Rutherford, Pearl	Lawrence
Rutledge, Bess	Shannon
Ryan, Marie H.	Lawrence
St. Louis, Hazel	Barry
Saathoff, Sadie	Vernon
Sade, Evalena	Douglas
Salsbury, H. J.	Henry
Sammons, Railor	Greene
Sampson, Marjorie	McDonald
Sander, Ada	Greene
Sanders, Clytie	Greene
Sanders, Maude	Christian
Sanks, Ada	Texas
Sappington, Turner	Henry
Sater, Ben J.	Lawrence
Savage, Edna	Taney
Saxe, Lee	Greene
Saxe, Wilma	Barry
Sayler, J. L.	McDonald
Sayers, Belle	Webster
Sayers, Ethel	Webster
Sayers, Fay	Webster
Sayers, Margaret	Webster
Schmitt, Eunice	Greene
Schmitt, Frida	Greene
Schneider, Ella	Laclede
Schoggen, Stella	Oklahoma
Schuler, H. W.	Greene
Scoggin, Thomas	Howell
Scrivener, Irene	Greene
Scrivener, J. A.	Hickory
Seabourn, Joy	Oklahoma
Seaman, Stella	Lawrence
Seidner, Alma	Jasper
Selvidge, G. B.	St. Clair
Seneker, Jacob	Jasper
Seneker, J. E.	Jasper
Sewell, Granville	Crawford
Seymour, Mrs. Mary H.	Greene
Shacklette, Inez	Texas
Shadel, Mattie	Laclede
Shafer, Mary E.	Christian
Shaffer, Bert	Dade
Shanks, Bennette	Webster
Shannon, Inez	Webster
Shannon, Lenna	Lawrence
Sharpe, Carrie	Douglas
Shaw, Myrtle	Pulaski
Shelton, H. C.	Wright
Sherman, C. F.	Franklin
Shipman, Agnes	Jasper
Shipman, B. B.	Greene
Shipman, Winnie	Greene
Shivel, Lucile	Greene
Shockley, Amy	Pulaski
Shryock, Flora	Lawrence
Sides, Pansy	Texas (State)
Siebs, A. H.	Greene
Siebs, Hilda	Greene
Simmons, Nell	Wright
Simmons, Wade	Texas

Name	County
Simon, Charity	Wright
Simon, Gladys	Wright
Simpson, Laura	Oregon
Sims, Frank	Greene
Sisk, Utah	Texas
Sisk, Mrs. Virgie	Texas
Skidmore, Gayford	Webster
Skinner, Dewey	Carter
Skinner, R. G.	Greene
Skouby, Charlie I.	Gasconade
Slagle, Ada	Polk
Sloan, Neva	Dade
Small, Eleanor	Greene
Smith, Austin	Pulaski
Smith, Bernice	Greene
Smith, Bulas D.	Texas
Smith, Calvin W.	McDonald
Smith, Earl	Greene
Smith, Edyth	Newton
Smith, Effie J.	Greene
Smith, Eunice	Greene
Smith, Eva	Jasper
Smith, Frank	Hickory
Smith, Fyrn	Lawrence
Smith, G. A.	Livingston
Smith, Gilbert	Dallas
Smith, Gladys	Greene
Smith, H. A.	Greene
Smith, Hazel	Greene
Smith, Hazel Ann	Newton
Smith, Helen M.	Greene
Smith, Herman	Ozark
Smith, Irris	Greene
Smith, Laura	Greene
Smith, Mrs. Mabel	Phelps
Smith, Mabel	Maries
Smith, Mildred	McDonald
Smith, Orpha	Greene
Smith, Velma	Lawrence
Smith, W. E.	Greene
Smith, Willa	Webster
Smith Winifred	Greene
Smock, Myrtle M.	Holt
Smoot, Viola	Jasper
Smyth, Pearl	Howell
Snead, Josephine	Webster
Snell, Evangeline	McDonald
Snell, L. L.	Taney
Snider, Eunice	Texas
Sohns, Rosalind	Greene
Solomon, Amy	Lawrence
Souders, Arthur	Crawford
Sparks, Jessie	Butler
Speaker, Beulah	Howell
Speaker, L. M.	Howell
Speaker, Mrs. L. M.	Howell
Speer, Marvin	Newton
Speight, Asa	Dade
Speight, Mary	Dade
Spencer, Etta	Jasper
Spencer, Helen H.	Marion
Spencer, Helen	Jasper
Spiller, Pauline	Greene
Spradlin, Kirt	Stoddard
Spragins, Frankie	Greene
Sprague, Bertha	Dent
Sproull, Leora	St. Clair
Spurgeon, Ray	Maries
Sreaves, Ethel	Newton
Stacey, James	Greene
Stacey, Jennie	Barton
Strafford, E. N.	Greene
Stafford, Lee	Greene
Stafford, Tilda	Taney
Stafford, William	Taney
Standley, Jeannette P.	Greene
Stebler, Emma B.	Barry
Steen, Logan	Gasconade
Steinert, Mamie	Greene
Steuber, Alfred	Crawford
Stevens, Ethel Mae	Taney
Stewart, Lorena	Newton
Stires, Fay	Taney
Stith, Ruby	Laclede
Stogsdill, Linna	Dade
Stogsdill, Stella	Dade
Stokes, Uriel	Christian
Stoll, Reba	Phelps
Stone, Ella	Greene
Stone, Eva	Stoddard
Stone, Florence	Dallas
Stone, Ruby C.	Webster
Stone-King, Delpha	Jasper
Stone-King, Ruby	Jasper
Story, Hazel	Greene
Stovall, Blanch	Franklin
Stover, B. H.	Howell
Strain, Thora	Greene
Straley, Grace	Greene
Strawson, E. Lucille	McDonald
Strench, Elsie	Greene
Stuart, Willetta	Barton
Stucke, C. H.	McDonald
Stuckey, Laura D.	Jasper
Sudekum, Esther M.	St. Louis
Sullivan, Chrissie	Wright
Sullivan, F. M.	Christian
Sullivan, J. C.	Wright
Sullivan, Mrs. J. W.	Wright
Sullivan, J. W.	Wright
Sullivan, Minnie	Wright
Sullivan, R. A.	Oregon

Name	County
Summers, Jean	Taney
Summers, Paul	Oklahoma
Sumner, A. R.	Laclede
Sutherland, Agnes	Jackson
Sutherland, Laura	Newton
Sutton, Mrs. Emma	Jasper
Syfan, L. Elizabeth	Greene
Tarbutton, Maude	Wright
Tarrant, Thalia	Dade
Tarvin, Meda	Barry
Taylor, Byron M.	Greene
Taylor, Clyde	Wright
Taylor, Cora N.	Lawrence
Taylor, Edd	Wright
Taylor, Freda	Howell
Taylor, Grace	Oregon
Taylor, Leah	Howell
Taylor, Mabel	Ripley
Teeple, Richard	Pulaski
Terrell, Florence	Dade
Terry, Letha	Webster
Terry, Lillian	St. Louis
Terry, Ollie	Lawrence
Terry, Walter	Christian
Teter, Adelaide	Jasper
Teter, Ruby	Jasper
Tetrick, Dollie M.	Vernon
Tetrick, James W.	Vernon
Thom, Meta	Oklahoma
Thomas, Bessie	Taney
Thomas, Helen	Jasper
Thomas, Lela	Dade
Thomas, Lewis	Barry
Thomas, Mary	Jasper
Thomas, Raymond	Barry
Thomas, Ves E.	Greene
Thompson, Mrs. Florence	Dade
Thompson, Leonard	Polk
Thompson, Lloyd	Webster
Thompson, Lucy	Henry
Thompson, Max	Greene
Thompson, Pearle	Henry
Thompson, Susan	Webster
Thompson, Ursula L.	Stone
Thomson, E. W.	St. Clair
Thomson, Laura	St. Clair
Thomson, Robert	Greene
Thornberry, Susie	Stone
Thornhill, Gladys	Jasper
Thornhill, Helen B.	Franklin
Thornhill, Pearl E.	Jasper
Tiffany, Sylvia	Greene
Tillou, Aliene	Greene
Tinnin, G. C.	Arkansas
Todd, Ernest W.	Wright
Todd, Gladys	Greene
Tolbart, Mrs. Jessie	Howell
Toppass, John H.	Webster
Torbitt, Inez	Greene
Traller, Mae	Dade
Treat, James O.	Lawrence
Treesh, Imo	Greene
Tribble, Beulah	Laclede
Trogdon, Mabel	Greene
Troughton, Ethel	Lawrence
Troy, Carrie	Newton
Tuck, Pearl	Greene
Tuck, Zeno	Greene
Tunnell, Myrtle	Wright
Tunnelle, Nellie	Greene
Turner, Bernice	Grundy
Turner, Tella	Greene
Turrentine, Evans	Lawrence
Tygart, Clara	Dade
Tygart, Lucile	Polk
Tygart, Tina	Polk
Tyler, Lalia	Greene
Tyree, Willie	Crawford
Tyrrell, Eva	Texas
Uhrig, Mary M.	Christian
Umphres, Chestine	Greene
Umphrey, Grace	Greene
Underwood, C. E.	Pulaski
Underwood, J. C.	Pulaski
Underwood, Marguerite J.	Dade
Unger, Cora A. F.	Texas
Upham, Mary	Oregon
VanBuskirk, L. H.	Polk
VanBuskirk, Luther	Polk
Vandiver, Maurine	Greene
Vanhoose, Lou	Greene
VanPelt, Laura	Texas
Varner, Mary	Jasper
Vaughan, Eleanor	Greene
Vaughan, Mary Elizabeth	Greene
Vaughan, Russell	Hickory
Vawter, F. M.	Newton
Veasman, Husted L.	Greene
Veasman, Irene	Maries
Vencil, E. C.	Oregon
Vickers, Ida	Laclede
Viles, N. E.	Newton
Votaw, Grace	Texas
Waddell, Ruth	Polk
Wade, Ada	Barry
Wade, Edgar	Greene
Waggoner, O. W.	Vernon
Walden, Ethel	Taney

Name	County
Walker, Ed.	Greene
Walker, Edith	Texas
Walker, George	Laclede
Walker, Nola	McDonald
Walker, Zetta	Greene
Wall, Aurora	Kansas
Wall, Nellie M.	Webster
Wall, Ora	Christian
Wallace, Edith	Laclede
Ward, Maud	Oklahoma
Ward, Mittie	Dade
Ware, Dot	Shannon
Ware, Freida	Shannon
Warren, Brycie	Jasper
Warren, Edna	Camden
Warren, Ellen C.	Camden
Wasson, Ethel	Arkansas
Wasson, Frank	Christian
Wasson, John	Christian
Watson, Adrain	Polk
Watson, Beulah	Barry
Watson, Eddie	Greene
Watson, E. E.	Greene
Watson, Jewell	Greene
Watson, Juanita	Newton
Weaver, Roy	Greene
Weaver, Thomas	Oregon
Webb, Archie	Wright
Webb, Sidney	Shannon
Weber, Roy S.	Greene
Webster, Edith	Howell
Weddle, Della	Laclede
Weddle, Laymon	Laclede
Weeks, Mildred C.	Jasper
Weidman, Ruby	Barton
Weir, Nettie	McDonald
Welch, Mrs. Ella	Greene
Welch, Ira H. R.	Greene
Welsh, Gertrude	Henry
Wenzel, Tillie	Maries
Wescott, Norma	McDonald
West, Clarence	Lawrence
West, Dean	Cedar
West, Pansy N.	Greene
Wetherell, H. L.	Newton
Wheeler, Olga	Jasper
White, Mrs. Anna E.	Colorado
White, Earl R.	Newton
White, Flossie	Pulaski
White, Libbie	Newton
White, Mabelle	Jasper
White, Nina	Pulaski
White, Raymond	Greene
Whitehead, Clare	Greene
Wicker, Dellie C.	Howell
Wilbanks, Hester	Oklahoma
Wilcox, Harvey	Cedar
Wiley, Bernice	Newton
Wiley, Louva L.	Newton
Wilkerson, Clifton	Pulaski
Wilkerson, Grace	Dade
Wilkerson, Nina	Greene
Willard, Bert	Howell
Willard, Raymond	Laclede
Willhite, Pearl	Christian
Willhoit, Alta	Ozark
Willhoit, Edna	Greene
Williams, Berta	Texas
Williams, Estella	Texas
Williams, Floyd	Howell
Williams, Harry E.	Dent
Williams, Jeneva	Newton
Williams, Margaret	Howell
Williams, Myrtle	Dallas
Williams, Roy	Laclede
Williams, Roy C.	Texas
Williams, U. R.	Barry
Williams, Vada	Howell
Williams, Walter	Howell
Williamson, J. N.	Greene
Williamson, Paul	Wright
Wills, Clara	Barton
Wills, Lorene	Barton
Wilson, Caroline	Pulaski
Wilson, Ellis	Greene
Wilson, Ina	Lawrence
Wilson, James O.	Laclede
Wilson, Jewell	Webster
Wilson, Katherine	Lawrence
Winders, Ethyl	Vernon
Wingo, Russell	Dallas
Wingo, Ruth	Dallas
Wise, H. A.	Vernon
Wolford, Lulu	Greene
Wommack, Orin	Greene
Wood, Dorothy	Phelps
Wood, Florence	Texas
Wood, F. R.	Wright
Wood, Gertrude	Greene
Wood, Helen	Greene
Wood, J. W.	Laclede
Wood, Lizzie	St. Clair
Wood, Lydia	St. Clair
Woodard, Charley	Polk
Woodrow, Opal	Jasper
Woods, Emma	Lawrence
Wooley, Fannie	Pulaski
Woolford, Chloe	Oregon
Woolford, Maude	Oregon
Woomer, Helen	Greene
Wright, Alma	Webster
Wright, Grace	Johnson

Name	County
Wright, Hazel	Greene
Wright, June	Jasper
Wright, Minnie L.	Greene
Wright, Nona E.	Barton
Wright, Nora	Dallas
Wright, Vernon	Hickory
Wrinkle, Herbert E.	Oklahoma
Wriston, Willie	Polk
Wyant, Florence	Phelps
Wyant, K. D.	Polk
Yandell, Margaret	Taney
Yates, Eunice	Cedar
Yokley, Katie	Cedar
Young, Ethel	Newton
Zulauf, Belle	Howell
Zulauf, Chlo	Howell
Zumwalt, Zoe Z.	Christian

From Twenty-two Counties of Normal School District No. 4.

Barry	62	McDonald	45
Barton	29	Newton	62
Cedar	39	Ozark	20
Christian	54	Polk	51
Dade	54	Stone	19
Dallas	40	Taney	21
Douglas	15	Texas	62
Greene, County	146	Vernon	16
Greene, Springfield	321	Webster	88
Howell	63	Wright	77
Jasper	138		
Laclede	64	Total	1548
Lawrence	64		

From Other Counties in Missouri.

Andrew	2	Franklin	7
Bates	14	Gasconade	3
Benton	2	Grundy	1
Bollinger	1	Harrison	4
Boone	1	Henry	21
Buchanan	2	Hickory	20
Butler	5	Holt	1
Camden	14	Howard	1
Carter	2	Jackson	3
Cass	4	Jefferson	1
Chariton	2	Johnson	1
Clinton	1	Livingston	2
Cole	1	Maries	11
Cooper	1	Marion	3
Crawford	20	Moniteau	1
Dent	9	Miller	9
Dunklin	1	Oregon	22

Osage	2	St. Clair	21
Phelps	21	St. Charles	1
Pulaski	28	St. Francois	5
Ray	2	St. Louis	6
Ripley	2	Stoddard	5
Saline	2	Washington	1
Shannon	13		
Shelby	1	Total	303

From Other States.

Arizona	1	Nebraska	1
Arkansas	16	Oklahoma	22
Colorado	1	Texas	3
Kansas	3		
Kentucky	1	Total	48

Number Training Students enrolled for year	164
Number Normal Students enrolled for year	1899
Total	2063

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THE NORMAL BULLETIN

CATALOGUE NUMBER

JULY
1916

PUBLISHED BY THE
FOURTH DISTRICT STATE NORMAL SCHOOL
SPRINGFIELD, MISSOURI

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BULLETIN OF THE

MISSOURI STATE NORMAL SCHOOL

FOURTH DISTRICT

Vol. XI SPRINGFIELD, MO., JULY, 1916 No. 2

CATALOGUE NUMBER 1916

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Issued Quarterly
April, July, October and January

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Inland Printing Company, Springfield, Missouri.

SCHOOL CALENDAR

1916-1917.

Examination and Registration for Fall Term—September 11 and 12.
Class Work begins for Fall Term—Wednesday, September 13.
Annual School Picnic—Friday, October 6.
Southwest Missouri Teachers' Association—October 26, 27, 28.
Girls' Annual Reception—Hallowe'en, October 30.
Fall Term closes—November 29.
Registration for Winter Term—December 2, 4.
Class Work begins for Winter Term—Tuesday, December 5.
Christmas Vesper Service—Sunday, December 17.
Christmas Vacation—December 22 to January 2.
Oratorical Contest for Men—Saturday, January 27.
Oratorical Contest for Women—February 3.
Boys' Annual Reception—Valentine, February 14.
Inter-Society Debates—February 16, 17, 23, 24.
Winter Term closes—March 2.
Registration for Spring Term—March 3, 5.
Class Work begins for Spring Term—March 6.
Y. M. C. A. and Y. W. C. A. Reception, Saturday, March 10.
Easter Vesper Service—Sunday, April 8.
Faculty Annual Reception—Saturday, April 14.
New Classes for Approved Grades—Monday, April 16.
Declamatory Contest—April 21.
Annual High School Track Meet—April 28.
May Day Festival—May 1.
Annual Inter-Normal School Debates—May 14.
Spring Term closes—Thursday, May 24.
Examination and Registration for Summer Term—May 25, 26.
Class Work for Summer Term begins—May 27.
End of First Approved Grades—June 29.
Baccalaureate Address—Sunday, July 29.
Commencement and Alumni Banquet—August 1.
Examination for Certificate by State Superintendent—August 3, 4.

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J. H. CASE, Marshfield. } Term expires January, 1921.

J. J. SCHNEIDER, Springfield.
W. S. CANDLER, Mountain Grove. } Term expires January, 1919.

H. C. JARVIS, Schell City.
C. A. LOCKWOOD, Lamar. } Term expires January, 1917.

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JOHN T. YOUNG, Springfield, Treasurer of Board.
W. T. CARRINGTON, President of the School.

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H. A. GASS, State Superintendent Public Schools.
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Algebra and Arithmetic.

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Ancient and American History.

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Assistant in History.

Department of Home Economics.

ADAH LEWIS, B. S. and M. S. (Kan. State Col.)
Domestic Science and Art.

ROMAINE ROACH, B. S. Home Ec. (U. of Mo.)
Domestic Art and Science.

Department of Art.

AZALIA BADGLEY, B. Pe. (Springfield)
Drawing.

MARY MCCORMICK
China Painting and Manual Arts.

J. D. DELP, B. Pe. (Springfield)
Penmanship and Bookkeeping.

Department of Music.

C. P. KINSEY, B. M. (Chicago Musical College); (Sterns Conservatory, Berlin)
Public School Music.

MRS. AGNES DADE COWAN,
Vocal Music.

MRS. C. P. KINSEY, (Sterns Conservatory, Berlin)
Piano.

SIDNEY F. MYERS, (Chicago Musical College)
Violin, Orchestra and Band.

HENRIETTA KELLER, B. Pe. (Springfield)
Piano Assistant.

Department of Physical Training.

A. W. BRIGGS, (Springfield, Mass., Training School)
Athletics and Men's Physical Training.

DOROTHY JESSUP, B. S. (Teachers' College), A. B. (Vassar)
Assistant and Women's Physical Training.

Department of Library Science.

WM. A. DAGGETT, A. B. (Drury)
Librarian and Library Economics.

GRACE PALMER, B. Pe. (Springfield), A. B. (Drury)
Assistant.

Administrative.

ELIZABETH PARK, B. S., M. S. (Drury)
Dean of Women.

W. H. LYNCH, A. B. and A. M. (U. of Mo.)
School Visitor.

MILDRED COVINGTON,
Secretary to President.

FLORENCE DUNLAP,
Registrar.

MARTHA FINCH,
Office Assistant.

HISTORY AND STATISTICS

WHAT IS A NORMAL SCHOOL?

The State's purpose in establishing Normal Schools, as expressed in the Statutes, is to "prepare young men and young women to be competent teachers in the public schools of the State."

The Normal School must be a high school, a college, an industrial school, all in one and more.

It must offer the best instruction in all subjects taught in high schools. It must offer work leading to liberal arts to develop deep scholarship and give broad culture.

The Normal School has become more practical and thorough because of its manual and domestic arts. Agriculture and home economics are emphasized and teachers prepared to teach them in graded and high schools, both rural and city.

There is science of teaching as well as art in teaching. The foundation for training is laid in the study of psychology, philosophy and history of education. The Greenwood School is the laboratory in which the science is tested and the art practiced.

Scholarship alone will not prepare for first-class teaching; to ripe scholarship must be added thorough training in the science and practice of teaching.

A Normal School to fulfill its mission must maintain courses in which are worked out the best, the latest, and the most scientific principles and practices in education.

The function of the State Normal School is to prepare efficient teachers for all grades and classes of public schools, including primary teachers, rural teachers, grade teachers, high school teachers, principals and superintendents. To limit it will, of necessity, make it less efficient at all points.

THE GROWTH OF THE NORMAL.

The State Normal School, Fourth District, opened its first term June 11, 1906. After ten years of strenuous work, sometimes under unfavorable physical environments, it offers opportunities for thorough scholarship and for excellent preparation for all grades of public school teaching.

Definite information on enrollment and attendance follow:

	Spring	Summer	Fall	Winter
1906 enrollment		543	173	240
1907 enrollment	397	726	310	326
1908 enrollment	488	841	353	372
1909 enrollment	534	761	400	459
1910 enrollment	551	937	405	449
1911 enrollment	560	919	464	536
1912 enrollment	786	1256	490	565
1913 enrollment	905	1447	537	619
1914 enrollment	1010	1608	531	582
1915 enrollment	844	1410	555	589
1916 enrollment	1123	1622		

Total enrollment September to September 1906-7	934
Total enrollment September to September 1907-8	1087
Total enrollment September to September 1908-9	1237
Total enrollment September to September 1909-10	1388
Total enrollment September to September 1910-11	1408
Total enrollment September to September 1911-12	1724
Total enrollment September to September 1912-13	2018
Total enrollment September to September 1913-14	2166
Total enrollment September to September 1914-15	1899
Total enrollment September to September 1915-16	2179
Number of individuals enrolled since June, 1906	7286
Average daily attendance—1906-7	315
Average daily attendance—1907-8	360
Average daily attendance—1908-9	427
Average daily attendance—1909-10	498
Average daily attendance—1910-11	516
Average daily attendance—1911-12	627
Average daily attendance—1912-13	781
Average daily attendance—1913-14	849
Average daily attendance—1914-15	786
Average daily attendance—1915-16	874

THE FACULTY.

Members of the faculty have had rich experience as teachers, most of them in every grade of school work. They know conditions from the rural school to the university. No other normal school faculty surpasses this one in scholastic attainments or in ability to solve successfully practical school problems. They are active members in social, literary, religious and educational institutions and are helping to solve some big problems.

BUILDINGS AND GROUNDS.

As one enters the forty-acre campus from the National Boulevard, which bounds it on the east, he is impressed with spaciousness of the grounds, abundance of shade trees and the simple beauty of the macadam drives and lawn-bordered walks. The stately mass of white stone, relieved by red granite base and red tile roof, is the main building, the entrance to which is exactly in the center of the campus. Above the entrance, graceful Ionic columns add dignity to the structure.

Marble stairways lead to the gymnasium and to the departments of Domestic Science, Manual Arts, and the Junior High School departments on the first floor; and another, of the same material, leads up to the second floor where are the offices, the library, the auditorium and the departments of Education and Language. All other stairways are of Terazza as are the corridor floors. Where stone and iron were not deemed practicable, hard wood is in use. The most striking qualities of the building, however, are not so much its being fire proof and durable as its arrangement for a bounteous supply of light and air. Winter and summer the rooms are comfortable and sanitary. While it has been in constant use for eight years, much of the time overcrowded, it is still bright and new. It will ever be a monument to those who planned it.

The auditorium and the gymnasium are in constant use. It is the best school auditorium in the State, having 1168 opera chairs. The stage is large, having a pipe organ costing $5,000, and room for choruses of 200 voices and large orchestra. The gymnasium is 54 feet by 78 feet and is equipped for both men and women. This addition contains five music rooms designed especially for the conservatory.

From the west front a walk and double driveway extend to the terminus of the Monroe street car line, running direct to the heart of the city.

LIBRARY AND STUDY HALL.

The most characteristic thing in the school is the library; it is its soul.

The library of this Normal School is not large, but has been wisely chosen. The school is willing to be judged by it and by the use that is made of it. There are at present in the library 16,000 volumes.

The library is well equipped with magazines, newspapers, dictionaries, encyclopedias, and reference books bearing upon all the subjects taught in the school. Such periodical literature as is of permanent value is preserved in bound volumes and is made accessible by the "Readers' Guide" and other indexes.

All material has been selected to meet the needs of the students in connection with their class room work and their student life in general. Because of this, and also because of the liberal number of duplicates, the working value of the collection is great.

The growth of public school libraries in recent years has been phenomenal. As a result of this teachers need training in book selection, in use of libraries, in care of books, etc.

Anyone who has completed as much as a full high school course may learn library science and get practice to enable him to become an efficient school librarian by working two terms in the library.

The study hall is in connection with the library and under the supervision of the librarian and assistant.

LABORATORIES.

The school has well equipped laboratories in Geographical, Biological, Agricultural, Domestic, and Physical Sciences.

The Geography laboratory is supplied with heavy oak tables, of superior design and finish for students' use, a massive demonstration table for the teacher's use, including the best features of the best tables manufactured, and individual stereoscopes for students' work with a large collection of stereoscopic views covering the whole field.

Individual desks for twenty-four pupils have been provided in the Biological Laboratory, each desk being supplied with gas and water. The equipment includes full sets of everything usually found in the best equipped laboratories.

The Chemical Laboratory is a model, with every modern convenience for the student. The Physical Laboratory includes the best apparatus, such as to enable the student to get his information "first hand" and to enable the teacher to clearly demonstrate the fundamentals

of the subject. Tables for students' work and for demonstration follow the general line of the geography tables and are equipped with gas, water, electricity and compressed air.

An Agricultural Laboratory has been equipped with everything necessary to giving successfully general agriculture, dairying, soils, and farm management. A poultry house and a greenhouse have been added. The school has six acres for experimental and illustrative purposes, an orchard of many varieties of fruit, and fifty-one garden plots. Experiments with grains, grasses and other farm products are made on nine farm plots; nine types of rotation. This department has access to several fine stock farms, dairies, large orchards, and gardens.

Home Economics: Two large rooms on the first floor have been thoroughly equipped; one with sewing machines, and sewing tables, and other things needed in domestic art work; the other with gas ranges, cook tables, sinks, cooking utensils and all things found in the modern domestic science equipment.

The school is well equipped, just enough, not too much, for the purpose of preparing teachers of science for high schools.

STUDENT ORGANIZATIONS

The Normal School takes a just pride in its literary societies, in its Christian organizations, in its athletics, in its orchestra and band, in its glee and choral clubs, and in its publications.

The young women of the school entertain at Hallowe'en, the young men on Valentine day, the Y. W. and Y. M. early in spring term, and the faculty late in April. The entire school enjoys an outing each October, called "the annual picnic."

LITERARY SOCIETIES.

The Normal School supports four literary societies, the Bentonian, the Carrington, the N. D. C., and the Emersonian. Both young men and young women are eligible to membership in each. Friday evening of each week is set apart for this work.

Every student should have training in public speaking, logical arrangement of argument, parliamentary practice, self control, and the power of initiative. Each literary society places this invaluable training

within the reach of every ambitious student, and in addition promotes "good fellowship."

Two oratorical contests, open to all students doing college rank work, are held each year. One is a contest for young women and the other for young men. The prizes in the contest of young women are fifteen dollars for first honor and ten dollars for second honor. The prizes in the contest of young men are the privilege of representing the school in the State inter-normal oratorical contest for first honor and ten dollars for second honor.

A declamatory contest is held each year between representatives of the different literary societies.

A series of four public debates takes place each year, between representatives of the Bentonians, the Carringtons, the N. D. C.'s and the Emersonians. A beautiful loving cup is offered as a trophy in each contest. The debaters in these contests are carefully chosen, and for months they make diligent preparation for these spirited contests. On the nights of the contests the student body and numerous friends of the school are present. They never fail to hear excellent debates.

Inter-normal school debates are held each year between representatives of three state normal schools. In the spring of 1917 there will be a debate at Springfield between representatives of Cape Girardeau and Springfield; another at Kirksville between representatives of Springfield and Kirksville; a third at Cape Girardeau between Cape Girardeau and Kirksville.

All inter-school debaters receive one term credit and inter-society debaters receive one-half term credit for debating on condition that they work according to schedules of the literary society committee of the faculty.

ATHLETICS.

The Athletic department is one of the important factors in the social life of the school. The school is now a member of the Missouri College Conference and has an opportunity to compete for state championship in the four major branches of athletics—football, basketball, baseball and track.

The athletic field is located on the northwest corner of the campus and is used for all outdoor sports, including baseball, football, track and field athletics, and for general recreation. It is equipped with a quarter mile oval track, one hundred-yard straightaway, pits for high jump, pole vault, broad jump, elevated circle for hammer and discus throwing and shot putting, and a baseball diamond. Eight good tennis courts are

located north of Academic Hall, fully equipped with nets, etc., and can be used at certain hours during the day. Volley ball and hockey courts are just north of tennis courts.

CHRISTIAN ASSOCIATIONS.

Many students are church members and attend the churches and Sunday Schools of their choice. They are welcomed by the churches and Sunday Schools of the city. A strong Christian spirit pervades the student body and the teaching corps; this spirit is devoid of sectarianism.

This religious sentiment and purpose have crystallized in two organizations: the Y. M. C. A. and the Y. W. C. A. These are active in a social way and have a wholesome influence in the school community. Each organization holds its weekly meeting for devotion and for Bible study. Quite frequently a social affair under their respective or joint auspices brings large numbers of the students together and fosters good fellowship. They support the school effectively and their helpfulness to fellow-students exhibits itself in many ways.

SOCIAL LIFE.

A spirit of genuine sociality in a student community is to be commended. A general participation in the amenities of social life is always to be encouraged. No student can afford to disregard the social opportunities afforded by his school days. Facility in meeting people, aptness in social usage, good address, and an engaging personality are fundamental to success in all the walks of life.

Saturday night is set apart as social night. All social affairs should be confined to this one night of the week. Exceptions to this plan should be arranged in consultation with the president.

STUDENT PUBLICATIONS.

The Southwest Standard is a semi-monthly, in newspaper form, published by the students. It is devoted to education in general and to the Springfield State Normal School in particular. It is well supported by the student body, by the alumni and old students. All who wish to keep in sympathetic touch with the school should read it regularly.

The Ozarko is an Annual, in book form, published by the Junior class. It is worth more than it costs. It is the best souvenir a local student can take home with him. It tones up the literary and artistic endeavors of the student. In after years, it will be a pleasure to consult it for the purpose of renewing old acquaintances.

GOVERNMENT OF STUDENTS

RULES AND REGULATIONS.

Unless excused for cause students are expected to be present at all general exercises of the school and must be present at every regular recitation and perform faithfully the duties assigned them.

No student shall discontinue a study except for good cause, of which the department teacher and the president of the faculty shall be the judges.

At all times the conduct of students must be such as becomes ladies and gentlemen. Attendance at questionable resorts and participation in questionable amusements and parties are strictly prohibited.

Students leaving school without being regularly excused by the president will be considered suspended.

Privileges and excuses must be obtained from the president of the faculty or from the dean in the absence of the president.

For all absences from class excuse should be given to the teacher in charge.

All students should keep the office informed in regard to their boarding places in order that telegrams, telephone calls and visitors may find them easily.

PERSONAL ADVICE.

Bear in mind that the good name of any organization depends upon the character of its individual members. Be choice in your selection of intimate companions.

Be prompt and regular in attendance at all places where you are expected to be. A reputation for so doing is above price.

Give special attention to the laws of health and your physical well-being. The body is the temple in which the spirit dwells.

Be courteous to every one, especially to teachers, fellow-students, and those with whom you board. Feel free to counsel with your teachers; regard them as personal friends.

Remember that the student is not simply preparing for life, but is now having a life, which is as important and significant as that of later years.

Be governed by the same rules affecting the rights of others that controlled you before entering school, and will govern you when school days are over.

Do not undervalue church privileges. Identify yourself in some way with a church whether you are a member or not. Remember church attendance while a student will add much to your personality and influence for good when a teacher.

Remember your agreements. Be honest with the school as with an individual. Meet all obligations promptly.

Have the courage of your convictions and stand firmly and kindly for the right. School-life affords many opportunities for exercising this element of character. Be helpful to your fellow-students.

Write frequently to your home people, especially to your mother. Do not spend much time in idle correspondence. The losses will be greater than the gains.

HEALTH AND COMFORT.

The school has not been greatly troubled with contagions and epidemics. Good, pure water, mountain air and golden sunshine make it easy to guard the health of students. One member of the faculty is a graduate in medicine and is charged with the duties of a health commissioner. He keeps everything in excellent sanitary condition in and around the school premises. Getting sick in Springfield is usually a case of carelessness. No one will ever become ill on account of conditions at the school.

The school physician will be glad to consult with and advise students on questions of health. No charge is made for consultation and advice and students should consult him freely.

A woman's rest room is properly furnished and kept constantly in reserve for cases of temporary illness or emergencies.

The Dean of Women will be of service to the young ladies. They are requested to report all cases of illness to her and to inform her of any change in boarding place. They should consult her freely upon any topic that concerns their welfare and thus take advantage of her large experience in meeting problems similar to theirs. She is their guardian for the time.

SELF-CONTROL AND CONDUCT.

The school has not formulated any rules of conduct, nor indulged any espionage. Students conduct themselves as members of a law-abiding community and each takes pride in the good name of the community.

Students of a normal school must be independent, self-reliant, self-initiative, and able to practice self-restraint when necessary. Those who cannot do this will not make good teachers. Students out of harmony with the above will be advised that they are not in the right school.

Arrange a program to guide you in your hours of study, rest and recreation. The habit will be of great value in meeting the demands of a full life.

Do not sever your connection with the institution without explaining your case to some one in authority. The relations of school life are as important as those of business life.

It is strongly recommended that young men and young women do not room in the same house. It is difficult for either to govern at all times their home appearance and to control every speech and act so as to cultivate that deep respect between the sexes that is so necessary to good society.

HOW TO FIND WAY IN SPRINGFIELD.

The Normal building is reached by electric car line from all parts of the city. On reaching Springfield students should take the electric car at the depot, going south, and ask the conductor for transfer at the square to the Monroe street line, which runs direct to the State Normal.

Both "Y" organizations assist new students in finding suitable boarding and in making them feel at home as citizens of the school community. The new student may well seek their advice and fellowship. Do not arrange boarding with strangers before consulting the president, dean or adviser of women at the Normal School.

Students who arrive in Springfield in the daytime will find no difficulty in coming by street car from the depot to the Normal building. The new student will be met at night at the depot, if due notice of the time of his coming is given to the president. Street cars do not run after 11 p. m. or before 6 a. m. Those who meet trains as representatives of the Normal School wear pennants of the school colors—white and maroon.

BOARD AND OTHER EXPENSES

BOARDING.

Many find boarding in private families for $4.00 to $4.50. There are many excellent private boarding houses within a few blocks of the school.

Others rent rooms and board themselves. These get just what they want at from $3.00 to $3.50 per week for room and board.

There are clubs of young men and young women separate, in which ten or more arrange for meals at one place and rooms at another. This costs them from $3.00 to $4.00 per week for room and board.

CONCERNING ROOMING HOUSES.

Men and women students should not room in same house. The dean of women will keep a list of good approved boarding places for young women and no young woman will arrange for boarding place until it has been listed by the dean of women. No place will be so approved and listed unless it has been pledged to keep only one sex. Exceptions will be made in case it is a small home and those keeping same are old acquaintance of the students and are well known to all parties concerned.

Parents and friends of students should give them positive advice touching this matter. The school authorities must not be held responsible for conduct unless this warning is heeded.

REGULATIONS.

Persons renting rooms to Normal School students should keep girls only or boys only in the house.

A reception room should be furnished for students in which to entertain their company at all proper times.

Under no circumstances shall young women be allowed to receive young men callers in their own rooms.

All who keep student roomers should see that they are in their rooms after 10:30 p. m. and that all callers coming to spend the evening shall leave by 10:00 p. m.

In case of contagious disease an immediate report must be sent to the president of the Normal School, to Dr. Kizer, the school physician, or to Miss Park, dean of women.

IRVINGTON HALL.

When the present Normal School building was first occupied there were few boarding places near it. To accommodate the young women "The Irvington Dormitory Company" was organized and erected the two buildings now occupied by "Irvington Hall," which accommodates sixty-four young women. The Board of Regents leases this property and manages it in the interest of the young women of the Normal School. It is heated by steam, lighted by electricity, well ventilated, and has six toilet rooms with a bathtub in each, supplied with both hot and cold water. It is well managed and provides the best that can be furnished for the money. Meals $2.50 per week for all who room in the house and $2.75 for others who may room near. All rooms are rented by the month in advance for $8.00 per month whether occupied by one or two persons. Students are expected to bring a counterpane and a comfort or blanket, also furnish their own towels. Rooms in dormitory should be engaged early.

INCIDENTAL FEE.

There is no tuition fee. The State pays salaries of the faculty. An incidental fee is charged to pay for heating, lighting, cleaning and repairing the building and in taking care of the property.

The incidental fee is $6.00 for each and every term, paid in advance. No one is enrolled for less than half a term. Any one enrolling at the beginning of the term or before the middle of term will pay fee for full term; others half of the fee.

Incidental fees are refunded only on account of protracted illness.

No pupil will be enrolled in classes without showing receipt for incidental fee.

Pupils who may wish to pay for terms in advance may pay $11.00 for two terms, $16.00 for three terms, and $20.00 for four terms.

LITERARY AND ATHLETIC FEES.

Hereafter every student will pay $1.00 each term when he pays the incidental fee, for which he will receive a card which will admit him to all athletic games and contests held on Normal grounds in

which Normal students are participants and free use of tennis courts and baths and another card which will admit him to all literary events held in the Normal auditorium (debates, orations, declamations, plays) in which Normal students are participants, and a free subscription to the "Southwest Standard." One-half of the above fees will constitute an "Athletic Fund" to be used in promoting athletics in the school and the other half will constitute a "Literary Fund" to be used in promoting literary work in the school, including oratory, debate and school paper.

LOCKERS.

When a student first enters the Normal School each year he will secure the use of a steel locker in the corridor by depositing 50 cents and securing a key to some assigned locker. The 50 cents will be refunded when he leaves school for the year on the return of the key. It is very necessary that each student secure a locker, a safe place to keep books, wraps and other belongings.

NECESSARY EXPENSES FOR YEAR.

Expenses for three terms (9 months)	Minimum	Maximum
Room rent, 36 weeks at 75c to $1.25	$ 27.00	$ 45.00
Board, 36 weeks at $2.75 to $3.25	99.00	117.00
Incidental fee	16.00	16.00
Literary and athletic fees	3.00	3.00
Books, tablets, pencils, etc.	9.00	15.00
Laundry and other incidentals	11.00	14.00
Total for year of 36 weeks	$165.00	$210.00
For a term of 12 weeks, one-third of above	55.00	70.00

FREE SCHOLARSHIPS.

Graduates of rural and high schools in the twenty-two (22) counties of the Fourth District will be given free incidental fee if used within twelve months from date of graduation, as follows:

The best rural graduate in any county—three terms—value $18.

The best rural graduate in any municipal township—one term—value $6.

One graduate of first class high school—three terms—value $18.
One graduate of second class high school—two terms—value $12.
One graduate of third class high school—one term—value $6.

The county superintendent determines what rural graduates are entitled to free scholarship.

The principals of high schools determine what high school graduates—one of the best five in any high school—are entitled to free scholarships..

READING CIRCLE WORK.

This Normal School can use but one of the Reading Circle books adopted this year for credit—Kennedy's "Fundamentals in Methods." A half term credit will be given for work done in this book if done according to following rules and regulations:

One of the books used last year will fit into the scheme of credits so well that we offer to continue extension work in Bagley's "School Discipline" and give a half credit for work done in that the coming year. These two half credits will make one credit in general pedagogy such as applicants for the county certificates will need.

No credit for Reading Circle work will be given on the Normal School records except it be done according to the following:

Rules and regulations:

a. Students having credit on the Normal School books in Management cannot take the above work for credit.

b. Students who are in school cannot take the Reading Circle work.

c. Teachers in active service may make one term credit in Reading Circle work.

d. The Normal School will furnish outlines and suggestive questions to county superintendents for distribution to the various circles that may be organized.

e. The work must be done in circles of not less than five, nor more than twenty teachers under the leadership of some good instructor selected by the county superintendent, and approved by the Normal School.

f. The leader will be expected to make a statement to the Normal School authorities concerning the regularity of attendance and the general quality of work done by each member of the circle.

g. Points of difficulty that may come up at any time in the course of the work will be explained by the proper Normal School instructor on the request of the Reading Circle leader.

h. The Normal School will furnish final examination questions and will grade the papers. The examinations will be given by the county superintendent at a place designated by him. These examinations will be given on the same day in all the counties of the State, about April 1st, 1917.

i. Those desiring credits will write a paper upon some subject assigned by the Normal School, and make one or more written reports upon other topics assigned by the instructor in charge of each course.

j. All of the books upon which credit is desired must be taken simultaneously.

k. Each circle will be expected to hold at least ten meetings during the year, beginning in September. The tenth meeting may be the examination.

l. The meetings must be of at least sixty minutes duration for each book studied.

TEXT BOOKS

HIGH SCHOOL COURSES.

"The Teaching of Geography"—Sutherland (Scott, Foresman).
"Classroom Management"—Bagley (The Macmillan Co.).
"Rural Life and Education"—Cubberly (Houghton, Mifflin).
"The Teaching of the Common School Branches"—Charters (Houghton, Mifflin).
"School Management"—Salisbury (Row, Peterson).
"The Discipline of the School"—Morehouse (Heath & Co.).
"Human Behaviour"—Colvin and Bagley (The Macmillan Co.).
"Steps in English" Book II (American Book Company).
"Handbook of Best Readings"—Clark (Scribners).
"Outlines of Composition and Rhetoric"—Genung and Hanson (Ginn).
"Advanced English Grammar"—Kittredge and Farley (Ginn).
"Government of Missouri"—Loeb (American Book Company).
"Community Civics"—Nearing and Fields (The Macmillan Company).
"Outlines of European History" Vol. 1, Breasted and Robinson (Ginn & Co.).
"Outlines of European History" Vol. II, Robinson and Beard (Ginn & Co.).
"School Arithmetic"—Hamilton (American Book Company).
"Grammar School Arithmetic"—Wentworth-Smith (Ginn & Co.).
"First Course in Algebra"—Hawkes-Luby-Touton (Ginn & Co.).
"Plane Geometry"—Wentworth-Smith (Ginn & Co.).
"Essentials of Agriculture"—Waters (Ginn & Co.).
"Hygenic Physiology"—Coleman (The Macmillan Company).
"A First Course in Physics"—Milliken and Gale—Rev. Ed. (Ginn & Co.).
"Advanced Physiology and Hygiene"—Conn & Buddington (Silver, Burdett).
"New Physical Geography"—Tarr (Macmillan).
"Advanced Geography"—Dodge (Rand McNally).
"The Boston Cooking School Cook Book"—Farmer (Little, Brown & Co.).

COLLEGE RANK COURSES.

"The Teaching of Geography in Elementary Schools"—Dodge (Rand-McNally).
"How to Teach Arithmetic"—Brown and Coffman (Row, Peterson & Co.).
"How to Teach American History"—Wayland (The Macmillan Co.).
"The Teaching of History"—Johnson (The Macmillan Co.).
"The Report of the Committee of Eight"—(Scribners).
"Materials and Methods in High School Agriculture"—Hummell (Macmillan).
"Teaching Children to Read"—Klapper (D. Appleton).
"Story Telling in School and Home"—Partridge (Sturgis and Walton).
"Fundamentals of Child Study"—Kirkpatrick (The Macmillan Co.).

"The History of Elementary Education"—Parker (Ginn & Co.).
"Brief Course in the History of Education"—Monroe (The Macmillan Co.).
"Principles of Teaching"—Thorndike (A. G. Seiler).
"Psychology"—Angell (Holt & Co.).
"Youth"—Hall (Appleton).
"Sociology"—Dealey (Silver, Burdett).
"The American High School"—Brown (The Macmillan Company).
"Methods of Teaching"—Charters (Row, Peterson).
"Administration of Public Education in the United States"—Dutton & Snedden (The Macmillan Company).
"History of English Literature"—Moody and Lovett (Scribners).
"Handbook of Composition"—Wooley (Heath & Co.).
"Interpretation of the Printed Page"—Clark (Row, Peterson).
"Oral and Written Composition"—Baldwin (Longmans, Green).
"The Colonies"—Thwaite (Longmans, Green).
"Formation of the Union"—Hart (Longmans, Green).
"Division and Reunion"—Wilson (Longmans, Green).
"The American Republic"—Woodburn (Putnam).
"Development of Modern Europe," Vol. I, II—Robinson & Beard (Ginn & Co.).
"A History of England"—Cheney (Ginn & Co.).
"Principles of Economics"—Seligman (Longmans, Green).
"American History"—Muzzy (Ginn & Co.).
"A History of Rome"—Botsford (Macmillan).
"A History of Greece"—Botsford (Macmillan).
"A History of Egypt"—Breasted (Scribners).
"Babylonia and Assyria"—Goodspeed (Scribner).
"A History of the Hebrew People"—2 Vols., Kent (Scribners).
"The English Government"—Moran (Longmans, Green).
"Foundations of German"—Kayser & Monteser (American Book Company).
German Dictionary—Heath (Heath & Company).
"Deutsche Grammatik"—Spanhoofd (Holt & Co.).
"Caesar's Gallic Wars"—Gunnison & Harley (Silver, Burdett).
"Virgil's Aeneid"—Greenough & Kittridge (Ginn & Co.).
"Cicero"—Greenough & Allen (Ginn & Co.).
"Solid Geometry"—Wentworth-Smith (Ginn & Co.).
"Plane and Spherical Trigonometry and Tables"—Granville (Ginn & Co.).
"Differential and Integral Calculus"—Granville, Rev. Ed. (Ginn & Co.).
"Plane Surveying"—Tracy (John Wiley & Sons).
"Higher Algebra"—Hawkes (Ginn & Co.).
"College Algebra"—Fine (Ginn & Co.).
"New Analytic Geometry"—Smith and Gale (Ginn & Co.).
"Soils"—Lyon and Fippin (The Macmillan Company).
"Productive Orcharding"—Sears (Lippincott Co.).
"Farm Management"—Warren (The Macmillan Company).
"Poultry Production"—Lippincott (Lea & Febiger).
"Manual of Farm Animals"—Harper (The Macmillan Company).
"Productive Vegetable Growing"—Lloyd (Lippincott Co.).
"Dairy Cattle and Milk Production"—Eckles, and "Milk and Its Products"—Wing (The Macmillan Company).
"Household Chemistry"—Snell (The Macmillan Company).
"Inorganic Chemistry"—Newell (Heath & Co.).
"Practical Nature Study"—Coulter & Patterson (D. Appleton).
"Textbook of General Physics"—Ames (American Book Company).
"Principles of Botany"—Bergen and Davis (Ginn & Co.).
"Text in General Zoology"—Linville and Kelley (Ginn & Co.).
"Elements of Physical Geography"—Hopkins (Sanborn & Co.).
"Commerce and Industry"—Smith (Holt & Co.).

ACCREDITED WORK

APPROVED GRADES FOR CERTIFICATES.

The State Board of Education prescribes the rules governing grades made in state normal schools.

I. Grades in the following subjects will be accepted by the state superintendent and the county superintendents when properly certified. Any changes will be given due notice.

1. *English*: (*a*) Grammar, completing a year's work in advanced grammar and composition, or one term after two years of high school English; (*b*) American and English Literature, completing six terms of high school English.

2. *Mathematics*: (*a*) Arithmetic, completing a year's work in advanced arithmetic, or one term after three terms of Algebra; (*b*) Algebra, through quadratics, completing one and one-half units of high school algebra.

3. *History*: (*a*) Civil Government, after two terms of American History; (*b*) American History, completing a year's work in high school American History; (*c*) Ancient History, completing one unit of high school work; (*d*) Mediæval and Modern History, completing one unit of high school work; (*e*) English History, completing one unit of high school work.

4. *Science*: (*a*) Geography, completing a year's work in advanced descriptive and industrial geography or one term after physical geography; (*b*) Physiology and Hygiene, advanced work; (*c*) Agriculture, completing a unit of high school work; (*d*) Physical Geography, completing a unit of high school work; (*e*) Physics, completing a unit of high school work; (*f*) Elementary Biology, completing a unit of high school work.

5. *General Pedagogy,* composed of a term's work in any two of the following or two terms' work in one of them: Management, Elementary Teaching, Grade Methods, Rural Methods, Elementary Psychology, Principles of Teaching, and Missouri School System and Laws (including History of Education in Missouri).

6. By one year's work in grammar, arithmetic, geography, and history is meant one year's work in advance of what is done in the average eighth grade. Pupils directly from the rural schools will require

from six to nine months for this work, or double time on the subjects for three or four months. Teachers who hold certificates will be able to do the work in shorter time. The Literature and Algebra required for certificates can be done in one summer school only by pupils who have had the equivalent of one year's high school work in these subjects above the elementary grades. The subjects that require a unit of high school work may be completed in one summer term by doing double work, and pursuing only two subjects. *Double work means two recitation periods daily in the subject.*

II. Grades made in the following subjects shall also be accepted by the state superintendent when properly certified as hereinafter provided:

1. *English*: (*a*) Rhetoric and Composition, completing five hours of college work; (*b*) English Literature, five hours college work; (*c*) History of English Language, five hours college work; (*d*) History of English and American Literature, college work.

2. *Mathematics*: (*a*) Plane Geometry, a unit of high school work; (*b*) Solid Geometry and Plane Trigonometry, five hours college work; (*c*) College Algebra, five hours; (*d*) Analytical Geometry, five hours; (*e*) Calculus, five hours.

3. *History*: (*a*) Economics, college work; (*b*) Sociology, college work; (*c*) American Constitutional History, college work.

4. *Science*: (*a*) Chemistry, college work; (*b*) Advanced Biology, college work.

5. *Professional*: (*a*) General Pedagogy same as under "5" for county certificates; (*b*) Psychology, two terms of psychology or one term of psychology with one other term of pedagogy; (*c*) History of Education, college work; (*d*) Educational Psychology, college work; (*e*) Supervision and Administration, college work; (*f*) Philosophy of Education, college work.

6. *Specials*: (*a*) Drawing, one year's work; (*b*) Manual Training, one year's work; (*c*) Music, one year's work; (*d*) Domestic Science, one year's work; (*e*) Expression and Physical Culture, one year's work.

III. No grade will be certified unless the student remain until the end of the term and take the final examination. Final examinations must be given in all approved classes. All work in science must be done by the laboratory method; all work in literature and history, by the library method. *No student shall be entitled to any approved summer school grades who has had daily more than four recitation hours that require preparation or the equivalent in credit.*

This normal school so arranges its schedule of classes during the spring and summer terms that those who attend both terms may secure four approved grades for county certificates; one and a half terms, three grades; and one term, two grades.

FALL TERM SCHEDULE.

The following subjects will be offered in the Fall term beginning September 11. The day during the Fall and Winter terms will be divided into seven periods of fifty minutes each for class work, fifty minutes for noon and thirty minutes for assembly and conferences. Work will begin at 8:20 a. m. and close at 3:30 p. m. Subjects will be offered in the periods as follows:

I. History of Education, R. Methods a, English 5a, English 4a, Latin 1a, German 1a, Col. Algebra, Arithmetic a, Col. Am. History, Physics a, Botany, Agriculture b, Domestic Science I, Domestic Art IV, Writing a, Music I.

II. Observation, School Economy, English 6a, English 2a, Methods Arithmetic, Algebra c, English History a, Ancient History a, Col. Physiography, Drawing I, Writing b, Expression I, Music II, Phys. Tr. I.

III. Psychology, English 3a, English 2b, Adv. Latin, German 2a, Algebra b, Methods El. History, Modern History, Tch. Geography, Col. Physics, Physiology, Farm Management, Domestic Science II, Domestic Art I, Drawing II, Prim. Hand Work, Expression II, Music I.

IV. Observation, Prim. Methods b, Methods El. English, English 3b, Latin 2b, German 3a, Methods H. S. Mathematics, Methods H. S. History, Geography a, Chemistry, Health and Sanitation, Gr. Handwork, Expression III and Phys. Tr. I.

V. Prin. Teaching, School Management, English 5c, English 1a, Pl. Geometry, Col. European History, Am. History a, Methods Geography, Domestic Science IV, Domestic Art II, Drawing I, Art Craft, Phys. Tr. I.

VI. Child Study, Methods H. S. English, English 1b, Latin 2a, Adv. German, S. Geometry, Analytics, Col. Anc. History, Am. History b, Phys. Geography, Zoology, Agriculture a, Drawing II, Bookkeeping, Phys. Tr. II.

VII. El. Psychology, Grammar b, Grammar a, Mythology, Cicero, Surveying, Algebra a, Civil Government, Drawing III, Bookkeeping, Expression I, Phys. Tr. III.

Two periods should be reserved for all laboratory sciences, usually immediately following the recitation, otherwise in the afternoon.

HOW TO MATRICULATE

ENTER ON TIME.

The best time to enter school is at the beginning of a term. New classes are formed at the beginning of each term and at the middle of the spring term. A student is at a great disadvantage when he begins a new subject even a few days late. Note the calendar on page two. Two days are devoted to examination and to making schedules at the beginning of each term. For next year these are Monday and Tuesday at the beginning of the fall term, Saturday and Monday at the beginning of the winter and spring terms, and Friday and Saturday at the beginning of the summer term.

CONDITIONS OF ADMISSION.

Applicants for admission must be sixteen years of age and must furnish satisfactory evidence of good moral character. A letter from the head of the last school attended or from the county superintendent is sufficient.

Students entering for the first time should bring with them statements of grades and work done in any classified high school or accredited institution. Students who bring these credentials need not take examinations.

Any person holding a teacher's certificate will be admitted and classified without examination. Grades on a first-grade county certificate will be accepted in lieu of an examination. One may receive credit for home study for the first term of all subjects required for county certificate by taking examination on the subject matter included and by studying the subject one term or more in the Normal School.

All persons of public school age are advised to complete a high school course in their home districts before entering the Normal School. Persons over twenty-one years of age will be admitted and classified on presentation of evidence of scholarship sufficient to do the work.

Persons transferring from other schools should bring evidence of good standing in such.

Making a Schedule.

The making of a schedule is a simple affair and need cause one no anxiety. The following is the order of procedure in making schedules:

1. Consult members of the faculty and former students who will be found about the building wearing badges marked "Information." Any of them will gladly answer any questions and give general directions.

2. Secure an enrollment blank and fill out all the information asked thereon. Take this filled out to the cashier in the office and secure receipt for incidental and other fees.

3. Present your credentials to the president. After consultation he will send you to the committee on examination or assign you to some department or member of the faculty who will be your permanent adviser concerning your work in the school.

4. Permanent advisers will have tables in the study hall. Your adviser will study your credentials and the daily program with you and make out your classification (yellow) card.

5. Present the classification (yellow) card to the president for his approval. Then take this classification (yellow) card to the registrar in the office and secure a program (white) card.

6. Purchase books by your program (white) card at the book store in the basement. The storekeeper will tell you what books you need.

7. Visit the class rooms to which you are assigned and find the assignment of the first lessons written on the board.

8. Have lessons prepared for the first day of class work and report promptly for classes as per schedule.

ENTRANCE EXAMINATIONS.

All persons entering for the first time who expect credits on account of work done in unclassified high schools or unaccredited academies and colleges will be required to take examination. (See pages 39, 40 of this catalogue.) This is done by agreement with all the state educational institutions. The order of the examinations will be as follows:

FIRST DAY, A. M.

8 to 9	English IV.	
9 to 10	Modern European History.	Writing.
10 to 11	Arithmetic.	
11 to 12	Biology.	Grammar.

FIRST DAY, P. M.

1 to 2	English II.	Physics.
2 to 3	U. S. History.	Plane Geometry.
3 to 4	Agriculture.	Latin I.
4 to 5	Drawing.	Civil Government.

SECOND DAY, A. M.

8 to 9	English III.	German I.
9 to 10	Algebra.	English History.
10 to 11	Latin II.	Geography.
11 to 12	Music.	

SECOND DAY, P. M.

1 to 2	Ancient European History.	German II.
2 to 3	English I.	Physical Geography.
3 to 4	Physiology.	Pedagogy.
4 to 5	Expression.	

Examinations will be given two days preceding the opening of each term. For the next year they will be given on Monday and Tuesday, September 11 and 12; Saturday and Monday, December 2 and 4; Saturday and Monday, March 3 and 5, and Friday and Saturday, May 25 and 26.

Cut out the following leaf and have all grades made in other schools properly certified and mailed in or brought on entrance:

STATE NORMAL SCHOOL, SPRINGFIELD, MO.

Grades for Entrance and Advanced Standing

Date_____ 191__

I Hereby Certify that_____

has completed in the_____ High School,

the work indicated below. I further certify that_____ { is / is not } a graduate and that

_____ entered_____ 191__, and attended_____ months.

CUT OUT, HAVE FILLED AND SEND IN OR BRING IT WITH YOU

		SUBJECT	NUMBER WEEKS STUDIED	NUMBER TIMES PER WEEK	LENGTH OF RECITATION	GRADE
ENGLISH	1ST YEAR					
	2ND YEAR					
	3RD YEAR					
	4TH YEAR					
MATHEMATICS	1ST YEAR					
	2ND YEAR					
	3RD YEAR					
	4TH YEAR					
HISTORY	1ST YEAR					
	2ND YEAR					
	3RD YEAR					
	4TH YEAR					
LATIN	1ST YEAR					
	2ND YEAR					
	3RD YEAR					
	4TH YEAR					

(OVER)

	SUBJECT	NUMBER WEEKS STUDIED	NUMBER TIMES PER WEEK	LENGTH OF RECITATION	GRADE
GERMAN	GRAMMAR AND COMPOSITION				
	LITERATURE Indicate authors and amount read				
SCIENCE	AGRICULTURE				
	DOMESTIC SCIENCE				
	BOTANY				
	ZOOLOGY				
	CHEMISTRY				
	PHYSICS				
	PHYSIOGRAPHY				
ART	MANUAL TRAINING				
	DOMESTIC ART				
	DRAWING				
	MUSIC				
EDUCATION	SCHOOL MANAGEMENT				
	PSYCHOLOGY				
	LIFE PROBLEMS				
	Subject Mat er and Method				
	METHODS AND OBSERVATION				

Signed _____ Principal.

GENERAL REMARKS

Where the student has been given credit for subjects completed in another school, such subjects should be included in this certificate with the name of the school in addition to the information called for by the blank form.

CERTIFICATES AND DIPLOMAS

The state superintendent issues a Rural Certificate on the recommendation of the faculty of the Normal School. The Normal School issues a Regents' Certificate. Both of these certificates are legal qualifications to teach for two years, the first in any rural school in Missouri, the second in any public school in Missouri.

The Normal School issues three grades of diplomas. The first qualifies for teaching in elementary schools; the second for teaching in high schools; the third grants the Bachelor's Degree in Education. These diplomas are all life licenses to teach in Missouri.

It is important that students learn how to classify themselves and to find out from this bulletin how near they are to completing the course which will entitle them to one or the other of these certificates or diplomas.

We present below in tabular form the requirements for each. Further over under the heading "Courses by Departments" will be found the definite statement of the content of the several hundred courses offered in the Normal School.

We use the expression "term credit" throughout our bulletin. For all courses numbered from 100 to 499 it is one-third of a high school unit. For all courses numbered from 500 to 899 it is the equivalent of two and one-half semester hours of college rank work.

Representation on the commencement program of 1916 and thereafter is to be accorded to one young man and to one young woman who in the opinion of the faculty exemplify the highest standards of scholarship, professional ability, efficiency, and character. The honor is the highest conferred by the school.

TWO YEAR RURAL CERTIFICATES.

(*Requirements after January* 1, 1917.)

Two year rural certificates will be issued by the State Superintendent of Public Schools to students of the State Normal Schools who comply with these conditions:

a. The applicant must be at least 18 years of age.

b. A Minimum two terms must be spent in residence.

c. Final grades must indicate that the applicant ranks among the middle fifty per cent. of the student body in scholarship or above.

d. Four years of high school work must be completed with credit as follows:

English 3 units.

Mathematics 2 units (including Arithmetic, Algebra and Geometry).

Agriculture 1 unit.

High School Science 1 unit (Biology, Physics or Physiography).

History 2 units (one of which must be American History and Government).

Industrial and Fine Arts, 1 unit.

Subject matter of the common branches with emphasis on method, 1 unit.

Elementary Psychology, ⅓ of 1 unit.

Rural Life Problems, ⅓ of 1 unit.

Rural School Management, ⅓ of 1 unit.

Rural School Methods, 1 unit.

Electives, 3 units.

e. The professional three units must be done after eight units have been completed.

f. The rural certificate will be renewed after the holder thereof has had 32 weeks of successful experience and has completed at least one term (eight semester hours) of college work in a standard professional school of college rank.

The following tabular statement meets all of the requirements set up by the state superintendent and is what is thought to be the best possible preparation for teaching in rural schools that can be made in a four years' course and is fully the equivalent of the teacher training work done in high schools.

The arrangement of work by each two years of the course is to show how much must be done before beginning on the professional courses. All of the first and second years should be completed before beginning on the third and fourth.

FIRST AND SECOND YEARS HIGH SCHOOL.

English I (2), Grammar (2), English II (2)	6 term credits
Geography (2), Physiology (1), Agriculture (3)	6 term credits
Arithmetic (2), Algebra (3)	5 term credits
Ancient European History (2), Modern European History (2)	4 term credits
Expression, Music (2), Drawing, Man. Art, Writing (2), Phy. Tr. (3)	3 term credits

THIRD AND FOURTH YEARS HIGH SCHOOL.

English III (2), English IV (2)	4 term credits
Am. Hist. and Gov. (3), Phys. Geog. (2), Geom. (2)	7 term credits
Sch. Mgt. (1), El. Psychology (1), Life Problems (1)	3 term credits
Subject Matter and Method in Arith (1), Geog. (1), Grammar (1)	3 term credits
Methods and Observation in Use of State Course	3 term credits
Elect. Latin (4), or German (4), or Home Economics (4), or Physics (2), and any other (2)	4 term credits

THE REGENTS' CERTIFICATE.

Those who have completed in the Normal School the "Rural Certificate Course" or in a high school the "Teacher Training Course" may secure the Regents' Certificate by doing the following:

FIRST YEAR COLLEGE.

Sch. Econ. (1), Psychology (1), Prin. of Teaching (1), Observ. (1)	4 term credits
Elect two terms of Professional or Special Subjects	2 term credits
Elect. College Academic Subjects	6 term credits

THE DIPLOMA FOR ELEMENTARY TEACHING.

After completing the above work of high school rank required for the Rural Certificate and the work of college rank required for the Regents' Certificate one may secure the Sixty Hour Diploma by doing the following:

SECOND YEAR COLLEGE.

Child Study (1), Hist. El. Ed. (1), Teaching (2)	4 term credits
English V (2), Health and Sanitation (1)	3 term credits
Elect. Academic Subjects (Major and Minor)	5 term credits

The courses given above are best for those who teach and attend school alternately. These six years give strong preparations for general teaching and for life work, but so far little opportunity has been given for specialization. This may be done without loss of time by the time one completes work for the Bachelor Degree.

Those who wish to prepare for teaching in primary grades will be permitted to substitute Primary Methods (2), Nature Study (1), Story Telling (1), Child Study (1), Observation in Primary Department (1), Playground Methods (1), and Additional Specials (3) for the elective and academic subjects indicated in any of the above requirements and the certificate or diploma will so designate.

One may substitute ten terms of Music, ten terms of Drawing and Manual Arts, or ten terms of Home Economics in the same way.

ANOTHER WAY.

For those who can complete a good course and secure a well rounded education before beginning to teach the following courses are recommended. All who can do so should complete a full high school

other than the teacher-training and then do all their professional work in the Normal School. Those who have not good high school opportunities in their home districts will find it well to complete the following in the Normal School before taking up professional studies.

REGULAR HIGH SCHOOL COURSE.

First and Second Years High School.

English I (2), Grammar (2), English II (2)	6 term credits
Geography (2), Physiology (1), Agriculture (3)	6 term credits
Arithmetic (2), Algebra (3)	5 term credits
Ancient Eup. History (2), Modern Eup. History (2)	4 term credits
Expression, Music (2), Draw., Man. Art, Writing (2), Phys. Tr. (3)	3 term credits

Third and Fourth Years High School.

English III (2), English IV (2)	4 term credits
Am. Hist. and Gov. (3), Pl. Geom. (3)	5 term credits
Phys. Geog. (2), Physics (2)	4 term credits
Latin (4), or German (4)	4 term credits
Elect Home Economics, Manual Training, Agriculture, Science	3 term credits
Elect Additional Latin, German, History, Mathematics	4 term credits

JUNIOR COLLEGE PROFESSIONAL.

First Year 30 Hours Regents' (2 Yrs.) Certificate.

Sch. Econ. (1), Psychology (1), Prin. Teaching (1), Observation (1)	4 term credits
Teaching of Reading, Arith., Geog., Eng., Hist., etc., Elective	3 term credits
Elective—College, Academic or Special	5 term credits

Those who did not get specials in high school must elect them here.

Second Year 60 Hours Diploma (Life).

Child Study (1), Hist. El. Ed. (1), Teaching El. Sch. (2)	4 term credits
English V (2), Health and Sanitation (1)	3 term credits
Elect College Academic (Major and Minor)	5 term credits

Some substitution will be allowed in the above for those who have definitely determined to continue in the Normal School to complete a higher course.

SENIOR COLLEGE PROFESSIONAL.

Third Year 90 Hours Diploma (Life).

Teaching of (Eng., Math., Hist., Latin., Germ.) Elect	2 term credits
Prin. Ed. (1), Teach. Jr. High School (1)	2 term credits
History of Education (2), Youth (1)	3 term credits
Academic (Complete Major 8, Minors 5 and 3)	5 term credits

It will not be possible to complete the major and minor unless careful planning was done from the beginning of college work in choice

of electives. Whether one takes work for the Regents' Certificate and 60 Hour Diploma he must meet the following requirements for the

90 Hours Diploma (Life).

Sch. Econ. (1), Psy. (1), Prin. Teaching (1), Observation (1)	4 term credits
The Teaching of Elem. Subjects (2), Teaching Elem. School (1)	3 term credits
The Teaching of H. S. Subjects (2) Teaching Jr. High School (1)	3 term credits
History of Education (2), Youth (1), Prin. Ed. (1)	4 term credits
English V (2) Health and Sanitation (1)	3 term credits
An Academic Subject as a Major	8 term credits
An Academic Subject as a First Minor	5 term credits
An Academic Subject as a Second Minor	3 term credits
Elect on Advice of Patron and President	3 term credits
Total	36 term credits

Fourth Year—120 Hours—B. S. in Ed. (Life).

Those who have secured the diploma for high school teaching (90 hours) may be granted the Bachelor of Science in Education (120 hours) by making in the Normal School twelve additional term credits, mainly academic, selected on the advice of the patron and president.

The major subject should be selected soon after entering the Normal School and advice of the head of that department sought in making all term schedules.

Whenever English is selected as a major or a minor the two required terms of English V may be counted a part thereof.

Students may prepare for supervisors of special subjects by selecting a special subject as a major and completing all work offered in the special.

Students may prepare for superintendency of schools in the same way by majoring in education instead of majoring in either an academic subject or a special subject. A major in education must include Educational Administration, Supervision of Instruction, High School Problems, Sociology, and in all not less than forty hours of college rank work in Education.

CONFERENCE OF STATE EDUCATIONAL INSTITUTIONS

There has recently been organized a permanent conference consisting of the State Superintendent of Public Schools, the President of the University of Missouri, and the Presidents of the five State Normal Schools. The first named is president of the conference. The proceedings as set forth following will indicate what its purposes

are. The changes in names of professional courses as they appear in this catalogue, the changed requirements set up for the Rural Certificate are two important results of their first meeting.

We omit agreements touching correspondence and extension work for the reason this Normal School is not prepared to do the work. It has not teaching force and money enough to organize on proper basis. So far as possible our students should get correspondence and extension courses through the University of Missouri. All such work will be accepted hour for hour just the same as if it were done in the Normal School.

We omit points in the agreement that do not concern the public or the students, such as relate to the faculty, records, etc.

CONDITIONS UNDER WHICH COLLEGE WORK SHOULD BE DONE.

I. In all regulations appertaining to college and secondary work we shall conform as nearly as possible to the regulations of the North Central Association of Schools and Colleges.

II. Admission to classes of College Rank.

A. Completion of a four year course, with at least 15 units of credit in a first class high school, in a fully accredited private academy, or in the secondary department of a Normal School shall be required for entrance.

B. Students over twenty-one years of age, who are able to demonstrate their fitness to do college work may be admitted to college classes as special students, but they cannot be candidates for graduation until they have met the requirements for admission as regular students.

C. A student cannot be admitted to classes of college rank who is conditioned in more than two entrance units. All entrance conditions must be removed within one year of the date of admission. (Nine months of attendance may be considered a year).

D. A unit is defined as a subject pursued five periods a week for at least 36 weeks, a period being 40 minutes in the clear, four units constituting a standard year's work. Excess of recitation time may accrue to the benefit of the student when sufficient limitation is placed upon the number of recitations which students may carry per week.

III. Definition of College Work.

A. College work shall be defined as work taken by students who have met the minimum requirements for admission, in classes containing only those students who have complied with these requirements.

B. In schools where excess and diminished credit is not permitted students shall not be allowed to carry for credit more than 30 semester hours per year (4 term credits per term), except that, at the discretion of a committee on excess credit, students ranking among the upper 20% of the student body in scholarship may be permitted to carry 33¾ hours per year (4½ term credits per term) and students ranking among the upper 5% of the student body in scholarship may be permitted to carry 37½ semester hours per year (5 term credits per term).

C. Late Entrance. The total credit for students who enter late shall not exceed one semester hour for each week of attendance. This rule need not be applied to students who for adequate reasons enter not more than one week late.

IV. Advanced Standing.

A. From standard institutions of high school and college rank.

1. Students entering from classified high schools shall be given credit according to the rating given by the State Superintendent.

2. Advanced standing may be given on certificate for work completed in accredited standard or junior colleges.

B. From other institutions.

1. *Secondary Credit.*

(*a*) Students coming from unclassified high schools and students claiming more credit than is recommended by the State Superintendent's rating shall be given examinations.

(*b*) In no case shall entrance examinations be given for more than four units for each year spent in school.

(*c*) The entrance examinations shall be given by a committee of the faculty.

(*d*) The questions shall be set and the papers graded by the department in which the applicant seeks credit.

(*e*) Entrance examinations shall be held not later than the first week of each term.

(*f*) The time of the examination in each subject shall be stated in the catalogue.

(*g*) The examination questions shall be deposited with the chairman of the examining committee and kept on file. The examiner's reports and all certificates and documents pertaining to the entrance and advanced standing of each student shall be kept in a permanent file.

(*h*) No credit by examination shall be given after a student has completed one year of work in the school, nor after an advanced course in the subject has been completed.

2. *College Credit.*

Credit from institutions other than those mentioned in IV. A. shall be given only on the basis of examinations. The method of giving the examinations shall be that designated in IV. B.

C. No Advanced standing of college rank shall be given for post graduate work in a high school unless such high school is properly equipped and definitely organized to do work of college rank, and restricted entirely to students who have completed a four year secondary course under teachers having the qualifications set forth for teachers of college subjects.

D. No credit shall be given for teaching experience gained as a teacher receiving a salary. If it seems probable that an experienced teacher cannot take with profit any required courses in observation or practice teaching, he should be excused from such courses and required to elect an equal amount of academic or professional work.

V. A committee of three shall be selected to visit each of the state institutions, and report to the conference at such times as the conference may designate, the workings of each of the state institutions with reference to each of the foregoing propositions.

1. *Composition.* The committee shall be composed of one representative of the University, one of the Normal Schools, and one of the State Department of Education.

2. *Selection.* The representative of the State Department of Education shall be appointed by the State Superintendent of Schools and shall be the chairman of the committee. The representative of the University shall be chosen by the faculty and president of the institution. The representative of the Normal Schools shall be chosen by the presidents and faculties of the Normal Schools in rotation, beginning with Normal No. 1.

3. *Tenure.* The members of this committee shall serve for a period of one year, beginning July 1.

VI. The professional degree for the completion of the 120 hour course given in the Normal Schools and the School of Education of the University of Missouri should be the degree of Bachelor of Science in Education.

VII. No elementary certificate shall be granted by any of the institutions represented in this conference, with less than two terms in residence and no diploma shall be granted on less than three terms in residence.

VIII. When this conference finds that the conditions named in this report have been fully met, college work done in any of the institutions shall be accepted hour for hour in the other institutions and graduates of the 120 hour course shall be admitted to the graduate school.

COURSES BY DEPARTMENTS

The following short description of all of the courses offered in the Normal School is given that prospective students may know what to expect in each course. The numbers are arranged so as to enable all to know the rank of the several courses. All courses numbered between 100 and 200 are of first year high school rank; between 200 and 300 are of second year high school rank; between 300 and 400 are of third year high school rank; between 400 and 500 are of fourth year high school rank.

All courses above 500 are of college rank; between 500 and 600 are of first year college rank; between 600 and 700 are of second year college rank; and all above 700 are of third and fourth year college rank.

It is hoped that no student will so mix his courses that there will be more than one year difference between any of the courses that he takes.

By checking up the tabular courses on previous pages with the following the student should be able to find his own standing in the school, know what he should take next, and determine what further is required of him to complete the course.

DEPARTMENT OF EDUCATION.

301. *School Management.* It is the aim of this course to treat in a practical way the problems of the one room school. Some of the

topics considered are: The purpose and materials of the school; the teacher, his qualifications, duties, relation to work, pupils and the community; phases of organization; function and factors of discipline; beginning of school; classification, program and course of study; important phases of school law. The library and current school magazines will be used for reference. Every term.

302. *Rural Life Problems.* This course traces the historical development of agriculture, the changes in rural life resulting from this development, the far-reaching social consequences of the changed conditions, the relation of these changes to the problems surrounding the improvement of the rural school, and then note proposed changes in an attempt to make the rural school serve more adequately the needs of rural life. Cubberley's "Rural Life and Education" is used as a basis for the work. Fall, winter and summer terms.

303. *Elementary Psychology.* This course is intended for all students who have not completed a four year high school and who are working for a Rural Certificate. The course touches in an elementary way upon the important phases of psychology, especially in their relation to the teaching process. Instincts, habit formation, in fact all the various facts of human behavior are touched upon. Text: Colvin and Bagley's "Human Behavior." Winter, spring and summer.

Subject Matter and Method in Common School Subjects. Courses are offered in three subjects by instructors in the respective departments. All are required for the Rural Certificate.

304. *S. M. and M. in Grammar.* A study is made of the entire field of grammar and some attention is given to methods of teaching the subject. Winter, spring and summer.

305. *S. M. and M. in Geography.* This course is open to students who have completed courses in geography and desire a rapid review of general principles from a pedagogical viewpoint. Causal geography is emphasized through a general survey of North America and Europe, studying the rational phases of their development. Sutherland's "The Teaching of Geography" supplies the basis of pedagogical study. Fall, winter and summer.

306. *S. M. and M. in Arithmetic.* Prerequisite arithmetic and algebra. It is strongly recommended that geometry be taken before taking this course. This course is primarily a review and organization of the subject matter of arithmetic. Attention is given to method,

selection of problem material, etc. The entire course is given with the idea in mind that those who are taking it are to be teachers of the subject. Fall, spring and summer.

401. *Elementary Primary Methods.* The first two school years are discussed in a general way. Observation in Greenwood is required. Many guiding principles, special helps and suggestions are given to the large number who enter upon teaching before doing further pedagogical work. Attention is given to the making of programs, to the use of games, to the telling of stories, to planning seat work, to picture study, to nature study, etc. This course does not count for college credit. It does count in completing credits for high school work. Fall, spring and summer.

Methods and Observation. Three terms. This course will deal with the subjects to be taught in rural schools as outlined in the State Course of Study. The aim is to secure efficiency in teaching through the application of principles of method in the special subjects and through observation in the training school. The function and organization of subject-matter, motivation, method, correlation and alternation are topics considered. School management and psychology are prerequisites.

402. *Methods and Observation. a.* Principles developed and applied to reading and spelling.

403. *Methods and Observation. b.* Language, grammar, writing, arithmetic, agriculture, physiology.

404. *Methods and Observation. c.* History and civics, geography, elementary science and art.

Text: Charter's "Teaching the Common School Branches" and the State Course of Study will be in the hands of each student. The text will be supplemented by library references.

501. *School Economy.* This course gives special attention to the problems of the graded school, including grading and classifying, the class room management and discipline, the team work between principal and teachers and the relation of the teachers in the different grades. Community problems are considered. Every term.

502. *Psychology.* A thorough study of the essential phases of psychology with some experiments, demonstration work, and much reference reading. The course is open only to students of college rank. Required for the Regents' Certificate and all diplomas issued by the school. Text: Angell's "Psychology." Every term.

503. *Principles of Teaching.* This course will include a careful study of some of the most fundamental problems of the teaching process, among which are the following: The purpose of teaching, the nature of teaching and the sources of teachers' aid, motive, and the methods of securing it, subject matter, its function and organization, questioning and a preliminary study of the inductive method. Students will be required to write at least one term paper and to formulate lesson plans of the inductive type. Elementary psychology is prerequisite. Text: Charters' "Method of Teaching," revised edition, supplemented by extensive reading from the library. Required of all candidates for the Regents' Certificate. Every term.

504. *Observation.* One term of observation in the training school is required of all students who wish to secure the Regents' Certificate or a diploma. The work consists of systematic observation and study of the instruction given by the supervisors in the training school. Each student is expected to do reference work, make out plans, and on occasions teach a class under the direction of the supervisor in the presence of the other members of the observing class. The time required for this course is the full equivalent of that required for any other. Students who desire to prepare for teaching in the lower grades will be expected to observe four weeks in the first and second grades, four weeks in the third and fourth grades, and four weeks in the fifth and sixth grades. When the demand is sufficient, separate class will be organized for observation in the junior high school for those preparing for teaching in high schools. Prerequisites: Psychology and Principles of Teaching. Offered in the fall, winter and spring.

505. *The Teaching of Story Telling.* This is a course designed to meet the needs of the teacher in the grades. Careful consideration is given to the school subject in which the story forms the basis of instruction; to the special types of stories; to fitting stories to the individual child or child group, and to making over stories for perfect telling. Fall, winter and summer. Text: "Story Telling in School and Home," Partridge.

506. *The Teaching of Nature Study.* This course is planned to meet the needs of young Nature students and teachers. It aims to give a knowledge of three factors essential to good teaching: first, of the subject matter to be taught; second, of the method by which the subject is to be taught; third, a knowledge of a broader field of the subject matter than just that which is to be taught the child. Spring and summer. Text: "Practical Nature Study," Coulter and Patterson.

507. Five courses are offered in the teaching of common school branches by heads of departments. Three are required for the Regents' Certificate or for the elementary diploma. Either story telling or Nature study may be substituted for one of them.

507. *a. The Teaching of Reading.* This course puts much emphasis on the teaching of reading, but also shows proper correlation with literature. It gives some attention to grades three and four, but more attention to the upper grades. Fall and summer.

507. *b. The Teaching of Arithmetic.* A course in the application of the principles of psychology and general method to the teaching of arithmetic. A course of study for the eight grades is studied critically. Such subjects as objective teaching, methods and principles of rationalization and habituation, development of independence, accuracy and speed, applied problems and their grading, etc., are studied. The purpose throughout the course is to show how to relate arithmetic to the child's every day life and his further needs. The work is paralleled by the observation and discussion of lessons taught in Greenwood School. Fall, winter and summer.

507. *c. The Teaching of Geography.* This course is offered to those who have completed Principles of Teaching. The State Course of Study in Geography furnishes the basis for the work. A detailed study of children's literature of geography suitable to each grade is given. The use of the sand table, of illustrative materials, and of useful devices, is introduced. Exercises are given in mapping, modeling, and charting; observation work is done, and plan work emphasized. Winter, spring and summer.

507. *d. The Teaching of Elementary English.* This is a methods course in the literature, language, and grammar work of the elementary grades. In addition to familiarizing the students with the materials used in these grades practical help in handling this material is given. Generous use in made of Greenwood School for observation. Winter, spring and summer.

507. *e. The Teaching of Elementary History.* This course is designed particularly for teachers in the elementary schools, and includes a study of the elementary phase of the subject. The following are among the more important of the topics to be considered: Aims and educational value of history, selection of materials and choice of facts, sources of information, program and course of study, the use of stories, and illustrative material bearing on the problem of presenting them, methods of study and of teaching, correlation with other school

subjects and other related topics. "Report of Committee of Eight," with extensive readings from the library, will give a knowledge of the materials from which teachers may draw in their work. Observation lessons and lesson plans will be required of all students. Every term.

Primary Methods. A thorough study of the subject matter to be taught in grades one and two will be given. Psychology and Principles of Teaching are prerequisites.

601. *The Story, Handwork, Drawing, and Play.* A study of children's story books, learning stories and story telling. All correlated. Some attention given to a review of the principles brought out in Kirkpatrick's "Child Study." Winter and summer.

602. *Reading, Language, Nature Study, and Arithmetic.* A study of the material and outlines for the first and second years; criticism of text book, plan writing, observation. A careful study will be made of the material used. Fall and spring.

603. *Educational Psychology. Child Study.* A study of the child from infancy to the age of ten. Special emphasis is placed on the physical development of the child in its relation to mental life. A study of the instincts, when they appear, how they manifest themselves, and when they reach their maximum strength, as well as their value and control, forms an important part of the course. The formation of habits is given a large consideration as well as the development of conscious intelligence. The following works are used as references: Tanner's "The Child;" Thorndike's "Notes on Child Study," Pyle's "Outlines of Educational Psychology;" Sully's "Children's Ways;" Warner's "Study of Children," and others. Fall, spring and summer. Text: Kirkpatrick's "Fundamentals of Child Study."

604. *History of Elementary Education.* Required for the elementary diploma. The entire term will be spent in the study of modern elementary education, beginning with the Reformation and leading up to and including present day tendencies. The chief emphasis is placed upon the development of elementary education in the United States. Prerequisites: Psychology, Principles of Teaching, and Modern History. Spring and summer. Text: Parker's "History of Modern Elementary Education."

605. *Teaching in Greenwood School.* Two terms. The student will be expected to take charge of and teach a class in the training school throughout two terms. He will also be expected to devote at least one period per day to the preparation of lesson plans and of the subject matter which is to be presented to the class, to attend all con-

ferences that may be called by the supervisor and the director of the training school. This work should be done early, possibly one term in the first year. It is impossible to continue the practice teaching during the summer term and therefore it is necessary for students to do their teaching in one of the other three terms. Two terms are required of all except those who have had three years of successful teaching experience. They may substitute some academic or other professional subject for one term of teaching. Prerequisites: Psychology and Principles of Teaching. Educational psychology and methods in the subject taught are strongly recommended to precede, but they may be permitted to parallel the teaching.

701. *Educational Psychology. A Study of the Adolescent.* A consideration of the problems of physical and intellectual education of the high school student. The problems of moral and religious education of the youth are also touched upon. The course is intended for high school teachers, principals and superintendents. The following works are used as references: Colvin's "The Learning Process;" Horne's "Psychological Principles of Education;" Meumann's "The Psychology of Learning;" Pyle's "Outlines of Educational Psychology," and other books on educational psychology. The Journal of Educational Psychology and other educational journals are also used as references. Winter and summer. Text: Hall's "Youth."

The Teaching of High School Subjects. Courses are offered in English, Mathematics, and History by heads of departments. These should be preceded by teaching in elementary grades and followed by teaching in the high school.

702. *The Teaching of High School English.* A detailed study is made of the teaching of English through the four years of high school work. Winter and summer.

703. *The Teaching of High School Mathematics.* A course for those who are preparing to teach high school mathematics. It includes a thorough investigation of the subject matter and the method of high school algebra, geometry and trigonometry. Fall and summer.

704. *The Teaching of High School History.* A careful study is made of the materials to be used in teaching history in the high school. The use of the library. Outline plans are made and discussed in detail. Fall and summer.

705. *Teaching in Junior High School.* Candidates for the diploma for high school teaching will teach one term in the elementary school and one in the high school. The same rules governing teaching in the grades apply here.

706. *History of Education. a.* Required for the advanced diploma. A study of types of Oriental education. A survey of classic educational history. A brief study of monastic education, scholasticism and the rise of universities. Fall and summer.

707. *History of Education. b.* A thorough study of the historic development of modern educational ideals. The work covers the growth of education from the Renaissance to the present day. Offered in winter and summer. Prerequisites: Courses in ancient, mediæval and modern history, a course in psychology and at least one course in general method. Text: Monroe's "History of Education."

708. *Principles of Education.* An extended study of the inductive method, the appreciation lesson, the study lesson and method of securing realness. The relations of teacher, pupil and curriculum are studied, with the object of emphasizing the idea that the child must be the center around which all school interests revolve. A careful consideration of child-nature on the one side and of the subject matter on the other and a careful statement and summing up of the more important general principles of method as presented by Thorndike, and others, form a large part of this course. Winter and summer.

801. *High School Problems.* This course gives special emphasis to the idea that "The modern high school is for all the children of all the people." Attention is given junior high school movement and to the conditions, classification and legal requirement for high schools in Missouri, and due consideration is given to the needs and problems of the small high school. The following are the chief topics considered: A brief historical review of the high school; the function of the junior high school; the reorganization movement; program of studies; supervised study; the principal; the teacher; organization and supervision of instruction; the recitation and general discipline. A number of special problems are also presented in the form of reports and special studies. Every summer. Text: Browne's "The American High School." References: Johnston's "Modern High School;" "High School Education;" Monroe's "Principles of Secondary Education;" Lewis's "Democracy's High School;" general magazine literature. Every summer.

802. *Supervision of Instruction.* The following topics are among those which are discussed: Factors favoring advance of education; the superintendent, his powers, duties, and qualifications; the teacher, his tenure of office, employment, dismissal, improvement in service, etc.; supervision of instruction; grading, promotion, retardation, and elimina-

tion of pupils; the Course of Study and problems relating to it; the environment, including problems of health, sanitation, building, and grounds. Summer, 1917.

Text for the course: Dutton and Snedden's "Administration of Public Education in the United States." Chief references: Strayer and Thorndike's "Educational Administration;" N. E. A. reports; state reports; city and state Courses of Study, and current educational magazines.

803. *Educational Administration.* The state and national school systems; local units of educational administration; city school system and their administration; the financing of public education; educational statistics; compulsory education; school discipline and government.

804. *Practicum.* This course is offered only to experienced teachers who have had advantages of several years practical, efficient supervision. It will take the place of teaching for such persons. Summer.

805. *Sociology.* The first half of the course consists of a thorough study of the nature of sociology and its relation to other sciences. A general study is made of the development of social institutions. In the last half of the term, the principles developed in the first half are applied to modern social problems. Special attention is given to the relation of education to these problems. The course is open only to advanced students doing college work. Much reference reading is done. The chief references are Ellwood, Ross, Gidding, and Ward. Winter and summer. Text: Dealey's "Sociology."

DEPARTMENT OF ENGLISH.

111. *English I. a.* A critical study is made of *Tales of a Wayside Inn, Westminster Abbey,* a few poems of Burns, *Treasure Island, Sohrab and Rustum.* A simple novel or story is read each month. Attention is given to figures of speech. Weekly or bi-weekly themes on subjects from life or literatrue are required. Every term.

112. *English I. b.* A critical study is made of selections from the *Odyssey, The Gold Bug, The Merchant of Venice,* and *The Last of the Mohicans.* A novel or story is read each month. Weekly or bi-weekly themes are required. Every term.

113. *Grammar. a.* Should be taken after English I. The course includes a study of sentence forms. Grammatical principles are illustrated by supplementary classics. A study of the parts of speech is followed by analysis and diagram of sentences. Every term.

114. *Grammar. b.* A broad and thorough study is made of advanced grammar. Much attention is given to difficult forms and constructions. Every term. May alternate.

211. *English II. a.* A critical study is made of *The Sir Roger De Coverley Papers* and *As You Like It.* About half of the time is given to elementary rhetoric. Weekly or bi-weekly themes on subjects from life or literature are required. Every term.

212. *English II. b.* A critical study is made of *Ivanhoe* and the *Bunker Hill Oration.* About half of the time is given to elementary rhetoric. Weekly or bi-weekly themes are required. Every term. Both halves of courses 211 and 212 will be offered in each half of both spring and summer terms. No other English courses will be offered in halves.

213. *Expression I.* Oral reading of simple prose stories and poems; correct thought interpretation; pronunciation, enunciation, phonics, etc.; practice in oral announcements and discussion; exercises for vocal development. Half term credit. Every term.

214. *Expression II.* Oral reading of selections of varied style; lyric, description, narration, conversation; abridgment of short story; oral English through short address; principles of oral reading; exercises for oral development. Half term credit. Every term.

311. *English III. a.* A critical study is made of *Silas Marner* and *Julius Caesar.* About half of the time is given to rhetoric. Weekly or bi-weekly themes are required. Every term.

312. *English III. b.* A critical study is made of Macaulay's essay on Johnson and *The Lady of the Lake.* About half of the time is given to rhetoric. Weekly or bi-weekly themes are required. Every term.

411. *English IV. a.* A rapid survey is made of the history of literature through Shakespeare. Critical study is given to Burke's *Conciliation* and to *Macbeth.* Bi-weekly themes are required. Fall, spring and summer.

412. *English IV. b.* The survey of the literature is continued to the present time. Critical study is given to *L'Allegro and Il Penseroso,* Gray's *Elegy, The Rime of the Ancient Mariner, The Prisoner of Chillon, Kings' Treasuries* and *The Idyls of the King.* Bi-weekly themes are required. Winter and summer.

511. *English V. a.* Half of the term is given to the critical study of exposition and description and to advanced composition; half

of the term is given to the study of two books of *Paradise Lost,* selections from Addison and Pope, and the history of literature in the Eighteenth century. Fall, spring and summer.

512. *English V. b.* Half of the term is given to the critical study of narration and to advanced composition; half of the term is given to the study of *Rasselas,* Macaulay's essay on Byron, and the history of Nineteenth century literature. Winter and summer.

513. *English V. c.* Half of the term is given to the principles of oratory and to the writing of orations; half of the term is given to the study of *Lear, Hamlet,* and *Othello.* Fall and spring.

514. *Special English. Argumentation.* The course embraces the theory of argument and practice in debating and speech writing. Winter.

515. *Expression III.* Interpretation of dramatic description and narration; study of character and emotion; study of one short play. One term credit. Fall and summer.

516. *Expression IV.* Oratorical delivery; study and interpretation of extracts from standard orations and of selections containing passages with some oratorical elements. One term credit. Winter.

611. *English VI. a.* The course is a comprehensive study of American literature. Fall.

612. *English VI. b.* Close study is made of the writers of the Romantic Period. Special attention is given to verse forms and to literary types. Papers involving research constitute a part of the work. Winter.

613. *English VI. c.* The course is a study of the literature of the Victorian Age with emphasis on Browning and Tennyson. Spring.

615. *Expression V.* Dramatic reading; interpretation of strong dramatic narrative, heavy pathos, and difficult humor. One term credit. Spring.

616. *Expression VI.* Production of some standard play or plays. One term credit. Summer.

711. *English VII. a.* Study is made of the development of the essay from the Sixteenth century to the present time.

712. *VII. b.* The course is a study of types of fiction throughout the Eighteenth and Nineteenth centuries.

713. *VII. c.* The course is a comprehensive study of Chaucer.

714. *VII. d.* The course is a study of Anglo-Saxon grammar and reading.

715. *VII. e.* This course is a broad study of the Elizabethan drama. Special attention is given to Marlowe, Ben Johnson, Beaumont, and Fletcher.

Courses VII are offered in summer only and are varied from year to year.

Prerequisites for college Expression, all of high school English, Expression I and II, and two terms of physical training. Free individual lessons given, on application, to students who make grades of 90 or more in two full credit terms, and to contestants in debate, declamation and oratory.

DEPARTMENT OF MATHEMATICS.

121. *Arithmetic. a.* Percentage and its application. Fall, spring and summer.

122. *Arithmetic. b.* Mensuration. Winter and summer.

These are courses in arithmetic of high school rank, and are designed for pupils who have had no arithmetic beyond the eighth grade. Both are required. Either may be taken first.

221. *Secondary Algrebra. a.* A study of the fundamental operations and factoring. For beginners. Every term.

222. *Secondary Algebra. b.* This course continues the work with special emphasis on more difficult factoring and fractions. Simultaneous equations are studied. Graphs are introduced. Easy quadratic equations are solved by factoring. H. C. D. and L. C. M. by factoring. Every term.

223. *Secondary Algebra. c.* Continuing the work. A thorough treatment of quadratic equations is given. More difficult graphs are introduced. A study of the theory of exponents, radicals, radical equations, involution, evolution, simultaneous quadratics, and imaginary numbers. Every term.

Double work in course 222 is offered in the last half of spring term and first half of summer term. Double work in course 223 is offered in both halves of summer term.

321. *Plane Geometry. a.* This course covers books I and II of plane geometry. Fall, winter and spring.

322. *Plane Geometry. b.* This course covers books III, IV and V of plane geometry. Winter, spring and summer.

Double course every summer. The two terms must be in succession.

521. *Solid Geometry.* This course includes all the work usually given in such a course in our best schools. Fall, spring and summer.

522. *Plane Trigonometry.* Fall, spring and summer.

523. *Advanced Algebra.* The course is planned for students who have had a high school course in algebra and wish to review and organize the subject matter either with a view of teaching the subject or as a preparation for more work in mathematics. Special attention is given to the fundamental operations, factoring, fractions, graphs and equations. Summer only.

621. *College Algebra. a.* Fall and summer.

622. *College Algebra. b.* Winter and summer.

623. *Plane Surveying and Spherical Trigonometry.* Plane trigonometry is prerequisite. Field work with compass, transit and level will be required. Offered when desired by eight students.

721. *Analytic Geometry. a.* Winter.

722. *Analytic Geometry. b.* Spring.

821. *Differential and Integral Calculus. a.* Summer.

822. *Differential and Integral Calculus. b.* Summer.

823. *History of Mathematics.* Required of all who major in mathematics.

DEPARTMENT OF HISTORY.

131. *Ancient European History. a.* A survey of the European ancient world, including the Orient, Greece and Rome. Fall and spring.

132. *Ancient European History. b.* A survey of mediaeval Europe, with special emphasis on the church, feudalism, rise of national states, life and culture of mediaeval people. Winter and summer.

231. *Modern European History. a.* A study of the significant developments in modern Europe during the Sixteenth, Seventeenth and Eighteenth centuries. Fall and spring.

232. *Modern European History. b.* A study of the significant developments of modern Europe during the Nineteenth century. Both courses are offered as double courses in the summer term. Winter and summer.

331. *American History and Government. a.* The term is devoted to a study of the discovery, exploration and settlement of the new world, the separation of the colonies from England, the establishment

of the new republic, and the development of national versus sectional interests in American politics up to the administration of Andrew Jackson. Fall, winter and summer.

332. *American History and Government. b.* The second term rounds out the story of our national history, social, political, industrial and commercial, from the Revolution to the present time. Winter, spring and summer.

333. *American History and Government. c.* Both State and National governments are studied. This course includes the study of community civics, our state and national government. Fall, spring and summer.

531. *English History. a.* Earliest times down to the reign of James II. Fall, spring and summer.

532. *English History. b.* From the time of James II to the present. Winter and summer. Prerequisite, all high school courses.

631. *Advanced Ancient History. a. The Orient.* A study of the political, social and economic life of the ancient Egyptians, Babylonians, Assyrians, Hebrews, Phoenicans and Persians. Fall.

632. *Advanced Ancient History. b. Greece.* A study of the political and social development of the Ancient Greeks. Special emphasis is placed on the thought, life, and character of the people. Winter.

633. *Advanced Ancient History. c. Rome.* A study of the political and social development of the Romans. Special emphasis is placed upon the Romans as law givers, organizers, administrators and builders. Spring.

Course 631 will be given in the summer of 1917, followed by other terms in order.

731. *Advanced European History. a.* The period 1453-1715. The political, economic, literary, scientific, and religious revolutions in Europe during the later Fifteenth and early Sixteenth centuries. In the later Sixteenth and Seventeenth centuries emphasis will be placed on the preponderance of Spain in the Catholic Reaction and its decline after the religious wars; the ascendency of France under Louis XIII and Louis XIV; Seventeenth century England up to the Revolution of 1688. Fall.

732. *Advanced European History. b.* The period 1715-1815. The rise of Russia and Prussia; the struggles of France and England in India and America; the "Old Regime;" the French Revolution; the rise and fall of Napoleon. Winter.

733. *Advanced European History. c.* The period 1815-1907. Europe after the Congress of Vienna; the Industrial Revolution; formation of the Italian Kingdom and the German Empire; the "Eastern Question;" development of the British and Russian empires; Nineteenth century European expansion; a discussion of some of the great present day problems. Attention will be given to the government of the leading European states. Spring.

Course 731 will be given in the summer of 1917, followed by other terms in order.

734. *Advanced American History. a.* Colonial period to 1760. A study of sources as well as recent authority supplement the text. Progressive map-making gives the geographical setting. Fall.

735. *Advanced American History. b.* Formation period to 1828. Begins in the imperial policy of George III and ends in a nationalized democracy. Winter.

736. *Advanced American History. c.* Nationalization period to 1880. Both economic and social causes of division and reunion are sought in original sources. Effort is made to eliminate prejudice and give a proper historic attitude. Spring.

Prerequisite: All secondary courses in history.

831. *American Government.* An intensive study of the government of the United States as to sources of constitution, its interpretation and application to problems of the present day. Summer.

832. *English Government.* A study of the actual working of the English government, with some reference to its theory and history. This course is designed to supplement courses 531 and 532. It is expected that all students who desire recommendations as teachers of English History takes this course. Summer.

833. *Economics.* A thorough study of the principles of value and distribution, with some application of principles to practical problems, as labor organizations, the tariff, monopolies, and socialism. Summer.

DEPARTMENTS OF SCIENCE.

141. *Geography. a.* Geography of North and South America; geographic principles, including an explanation of physiographic and climatic control. Every term.

142. *Geography. b.* Geography of Europe; geography of the remaining continents. Methods are considered and emphasized. Every term.

Courses 141 and 142 may be alternated or both taken at one time. The halves of each course may be alternated to accommodate half term students in spring and summer terms.

In the study of geography a survey is made of the races of mankind in different regions of the earth and an examination of the causes which determine their occupation, social life and general advancement.

143. *Physiology.* This will consist of a careful study of elementary physiology and will be sufficient to fit the student to teach it successfully in our public schools. Laboratory work, including simple and easy experiments, to illustrate and make practical the subjects, will precede or accompany the work. Special attention given to hygiene as a basis to correct living. Every term.

241. *Agriculture. a.* In this course will be included a study of the methods of plant propagation, plant improvement, plant foods and how the plant gets its food, soils, soil fertility, fertilizers and soil management. Elemental exercises from the fields of chemistry, physics and biology will be introduced when needed to make clear the work in agriculture. Laboratory exercises and field work to demonstrate and make more practical each part of the subject will be required. Fall, winter and summer. Given as a double course last half of spring term.

242. *Agriculture. b.* About three weeks will be devoted to a study of the insect enemies and diseases of plants and their control. This will be followed by a study of the most important grains, forage plants, orchard crops and garden crops. Laboratory and field exercises will include studies of insects, weeds and fungus diseases; grain testing, grading and judging; gardening and the care of the orchard. Fall, spring and summer.

243. *Agriculture. c.* Subjects: Harvesting and storage of feeds; silos and silage; feeding of farm animals; breeds of horses, cattle, sheep and swine; the dairy and dairy products; poultry, housing, feeding and care; business aspects of farming. The laboratory exercises will include a study of feeds, balancing rations, dairy practice, live stock judging and care of poultry. Winter, spring and summer.

341. *Physical Geography. a.* A study of the earth as a planet, the nature of the earth's crust, rivers and river valleys, land forms, glaciers and the ocean, including short lines. This course includes laboratory experiments, contour map studies and exercises of charting, construction of profiles and the making of diagrams. Topography is studied by field trips, lantern views and models. The influences of physiographic environment upon races is emphasized. Fall, spring and summer.

342. *Physical Geography. b.* A study of the atmosphere, physiographic areas, fauna, flora and man in his relation to Nature. The local weather bureau supplements the laboratory work in the study of winds and storms, weather and climate. Assigned readings, special reports and note book required. Winter and summer.

343. *Commercial Geography.* A study of commercial raw material, food supply and manufactured products. The geographic control of great industries, exports and imports, and the principal trade routes of the world are considered. Emphasis is placed on our national resources and their conservation. Winter and summer. Prerequisite: One term of Physical Geography. Text: Smith's "Commerce and Industry."

441. *Physics. a.* This course includes a study of mechanics of solids and mechanics of fluids and molecular physics. Fall, spring and summer.

442. *Physics. b.* Subjects: Magnetism, electricity, light and sound. Laboratory work accompanies the work. By special permission course *b* may be taken before. *a.* Text book: Milliken and Gale. Laboratory Manual by the same authors. Winter and summer.

541. *Botany. a.* Will include mainly a study of the Spermatophytes or seed plants, their structure and physiology, plant ecology and economic botany. Also laboratory and studies, seeds, roots, stems, buds, leaves, flowers and fruit, and experiments to illustrate many of the main principles of plant physiology. Fall and spring.

542. *Botany. b.* This course will include a study of the Cryptogams. Laboratory studies of one or more types of each class will be made and also a study of the principles of plant morphology, development and classification. Winter and summer.

543. *Zoology. a.* This course will include the study of the subject from Protozoa to Insecta. The classes and phyla are first developed by a careful laboratory study of an important type of each, and is followed by general study of representative forms. Fall and spring.

544. *Zoology. b.* This will involve a study of Insects and the Vertebras. A careful laboratory study is made of important types of each class as also a general discussion of representative forms. In both courses a study of the living animal is made as to its habits, habitat, environments and economic importance. Winter and summer.

545. *Chemistry. a.* Study of chemical laws and theory, typical elements and their compounds and the non-metals. Fall and spring.

546. *Chemistry. b.* Carbon and its compounds. Study of the metals from the standpoint of the periodic classification. Uses of the metals and their compounds. Winter and summer. Text: "Inorganic Chemistry for Colleges," Newell.

547. *Household Chemistry.* Required of all who complete home economics course. A review of chemical laws and compounds. Chemistry as applied to household economy; foods, water, soaps, dyes, etc. Must follow 545 and 546. Spring. Text: Snell's "Household Chemistry" and Allyn's Manual.

548. *Agriculture, Gardening.* The major part of the time of this course will be devoted to the study of the principles and practice of vegetable gardening. Some attention will be given, however, to landscape and school gardening. A greenhouse 25 feet by 50 feet has been erected for use during the winter months. The school is well equipped with cold frames and hot beds and a plot of ground on the school farm has been prepared for practice in gardening. Students in this course will also be required to assist in the direction of the work in the fifty-one school garden plots which will be worked by the elementary classes, also to help with the landscape gardening on the campus.

641. *Agriculture. Dairying.* A study of the cow, her care and feed. The principles and practice involved in the production of clean and sanitary milk. Testing milk for butter fat, casein, sugar, different forms of impurities and preservatives. Testing cream and butter for butter fat. Determining the amount of salt in butter. The Normal School is well equipped with two standard separators and all of the apparatus necessary for making butter and cheese. A maximum of laboratory and practice work will be given in this course. Each student will be required to keep complete record of the feed, production, quality of production and care of three cows throughout the term. Summer.

642. *Agriculture. Animal Husbandry.* The history and the development of the different types and breeds of farm animals are taken up. A careful study is made of their breeding and improvement. The feeding of farm animals, together with other factors in their care and management will be emphasized. There are several fine stock farms and dairy herds within two miles of the Normal School, where students may study actual live stock and live stock practice. Four hours a week will be devoted to practice in live stock judging. Winter.

643. *Agriculture. Field Crops.* This course deals with the origin, history, classification, and culture of field crops. Special emphasis will be placed on the preparation of the seed bed, seeding, culti-

vation and harvesting of the most important cereal and forage crops. A thorough study is made of the principles of crop rotation and the efficiency of various cropping systems. Laboratory and field work will be given throughout the course. Summer.

644. *Agriculture. Poultry Husbandry.* A comprehensive study of the care, feeding and housing of poultry. Hatching, brooding and feeding of chicks. Feeding for egg and for meat production. Poultry diseases. A poultry house and yard has been built on the southern boundary of the campus and stocked with the most important breeds of fowls. The school has five incubators and two brooders. Students in this course will be required to care for this poultry plant throughout the term. Spring.

645. *Agriculture. Orcharding.* A thorough study of the business of orcharding. The location, planting, fertilizing, pruning, tillage, spraying, harvesting and marketing are taken up. There are many large orchards within reach of the Normal School and we have an orchard consisting of the most important tree fruits, bush fruits and berries growing on the school farm. The field work in this course will be the care and management of this orchard and the observation of the work in other large orchards of this section of the state. Spring.

646. *Agriculture. Soils.* Soil formation, the soil mass, physical properties of soils, organic and inorganic constituents of the soil, soil water and its control, plant nutrients of the soil, manures and fertilizers, soil amendments, organisms of the soil and soil management are some of the topics discussed in this course. The laboratory is well equipped for the work in this course. Summer.

647. *Agriculture. Farm Management.* Farming is compared with other lines of business. The factors, capital, labor, and equipment with relation to organizing the farm for maximum profits are studied in detail. The choice of a farm, whether to buy or rent, what system to follow, how to market the produce, advertising, records, and accounts are discussed in class. The school library includes most of the best books on the subject, including publications from nearly every experiment station in the country and a complete set of bulletins from the U. S. Department of Agriculture. Laboratory problems are assigned from the manual and each student is required to work out one statistical survey which is written in a formal way and filed in the library. Fall.

648. *The Teaching of Agriculture in the High School.* The course will include the following topics: History of agricultural education, objects and present status of agricultural education, functions of

the various agencies promoting agricultural education, laws relating to agricultural education, courses, sequence of courses and sequence of subject matter, text books and the library, laboratory and field equipment necessary and desirable; effective methods of teaching agriculture; when and how to use an individual experiment, a demonstration, a verification exercise, a practicum, a project; the agriculture teacher, his relation to the community. Considerable time will be given to the subject matter of high school agriculture. Students will be asked to organize the work for teaching. Two hours a week will be devoted to special laboratory work in which students will be required to demonstrate certain experiments or exercises before the class. In addition to this students will be required to observe and write up the laboratory work in the secondary courses. Students are also invited to visit and observe the classroom instruction in the secondary courses. Summer.

649. *Health and Sanitation.* A study of personal, domestic and general hygiene; the water supply, sources, and purification; food supply and foods; sewage disposal, and cleanliness; ventilation, heating, lighting, cleaning and modern conveniences of home and school; school inspection and its importance; retardation and its causes; preventive medicine, including how to recognize and prevent the spread of contagious diseases; disinfection and disinfectants; emergency case and what to do in emergencies; physical defects and how to detect them. Winter, spring and summer.

741. *Advanced Physics. a.* Recitation and laboratory work in mechanics and properties of matter. Fall and summer.

742. *Advanced Physics. b.* Magnetism and electricity. Winter and summer.

743. *Advanced Physics. c.* Heat, sound and light. Spring.

These courses cover the ground of college physics and are intended for those expecting to teach the subject. Text book: Ames' Principles of Physics and Laboratory Manual by Ames and Bliss. Prerequisites: Elementary physics and geometry.

744. *Advanced Physiography. a.* An elementary study of the Solar System as to parts, relations and theoretical origin. An application of this to earth measurements, time, tides, etc. A geological study of the earth's crust including classification of rocks, mineral analysis, mountain formation, vulcanism, glaciation and denudation. Field excursions, contour map study and laboratory exercises given throughout the course. Fall, spring and summer.

745. *Advanced Physiography. b.* The properties and phenomena of the earth's atmosphere. Weather observations and records made. A working out of some of the general principles of meteorology as applied to the cause of cyclonic storms. A study of the physical basis and controlling factors which determine climate. Climates studied in their relation to man. Winter and summer.

DEPARTMENT OF FOREIGN LANGUAGES.

351 and 352. *Latin I. a and b.* First year Latin. The direct method will be used in this course. Much time will be spent on the development of advanced work. If a laboratory period can be arranged for, it is intended that work outside the class be reduced to a minimum. Connected reading will be begun early in the year and grammar and syntax will be developed as needed in the reading. Much time will be given to the origin of words, including the technical terms of physics, biology, chemistry, and the special word lists commonly assigned in the English courses. The aim will be to make this course of great practical value. Students taking German for their regular language work may take these two terms as elective credits without taking more Latin. Fall, winter, spring and summer.

451. *Latin II. a.* Several easy stories touching on Greek and Roman life will be read. A semi-direct method will be used, including a great deal of oral composition, paraphrasing, and sight reading. Every term.

452. *Latin II. b.* Selections from Cæsar. Every term.

453. *Latin II. c.* Simple selection from the poets and more difficult selections from Cæsar.

The five terms of Latin I and II are intended to conform with the recommendation of the committee of classical languages of the National Educational Association. Four terms are intended to be the equivalent of the work done in the average high school in two years.

551. *Latin III. a. Mythology.* Latin III is offered to round out the work of those who do not continue Latin beyond 352. Open to all students of the school of college rank. Fall and summer.

552. *Latin III. b. Word Study.* Required of all students of the school who do not take at least one year of Latin. With permission of the head of the department mythology and word study may be substituted for courses 451, 452. Fall and spring.

553. *Latin IV. a.* Selections from Cicero's Catilinarian orations. Fall.

554. *Latin IV. b.* Selections from Virgil's Aeneid. Winter.

555. *Latin IV. c.* Selections from Virgil's Aeneid and Cicero. Spring.

556 and 557. *German I. a and b.* Pronunciation, the elements of grammar and syntax, including the simple uses of the subjunctive, are studied. German is, as much as possible, the language of the class room. A number of short stories are read and afford material for oral composition. Fall, winter, spring and summer. Double course in summer.

558 and 559. *German II. a and b. Two terms.* Abundance of easy reading affords materials for oral discussions, written paraphrases and reproductions. Some translation is done and a review of all the grammar work studied in German I is made. Easier works of Storm, Baumbach, Wildenbruch, and Arnold are read. Every term.

651. *Latin V. a.* Horace's Odes.

652. *Latin V. b.* Terence and Plautus.

653. *Latin V. c.* Cicero's De Amicitia and De Senectute.

654. *German III. a.* This is a term in composition and grammar based on Part II of Thomas' Practical German Grammar. Reading is only to furnish a basis for written and oral composition. Free composition is begun. Fall.

655. *German III. b.* More difficult prose reading; Sudermann's "Frau Sorge." Meyer-Forster's "Karl Heinrich" or Heine's "Harzreise." These are discussed in German with some translation. Independent reading is required. Winter.

656. *German III. c.* Some of the lesser dramas; Schiller's "Wilhelm Tell" or "Die Jungfrau von Orleans," Freytag's "Die Journalisten" or Lessing's "Minna von Barnhelm." Reproductions and paraphrases and correlative outside reading. Spring.

751. *Latin VI. a. Roman Public Life.* Howard's Selections will be used. These selections are from Livy, Tacitus, Cicero and Pliny. Abbott's "Roman Political Institutions" will be studied in connection with the course.

752. *Latin VI. b. Private Life of the Romans.* Selections from Cicero's Letters will be read. It is the aim of this course to give an insight into the private life and character of Cicero and to stress the customs and life of the Romans in Cicero's time.

753. *Latin VI. c. Roman Poets.* Selections will be read from the most noted Latin poets. Some attention will be given to the history of Latin literature.

754. *German IV. a.* Choice is made of some more difficult dramas of the classical period. Schiller's "Don Carlos," Goethe's "Tasso" or "Egmont" or Lessing's "Nathan der Weise."

755. *German IV. b.* This second term is devoted to the longer novels. Freytag's "Soll and Haben," Scheffel's "Ekkehard" and Sudermann's "Der Katzensteg" have been read.

756. *German IV. c.* Several dramas of the modern school representing Fulda, Sudermann, and Hauptmann.

German IV is mainly a reading course, which presupposes the ability of the student to read and interpret comparatively difficult German somewhat freely. German III or its equivalent is a prerequisite.

851. *The Teaching of High School Latin.* About equal attention is given to method and subject matter. The library facilities are especially good. Special stress is given to the methods of First Year Latin and Cæsar.

852. *The Teaching of German.* The course is offered for intending teachers and gives a review of "First year German" from the teacher's standpoint, with special reference to elementary phonetics as the basis of good pronounciation. The work aims to discuss the practical problems that face the high school teacher of German. Observation work is done throughout the term.

853 and 854. *German V. a and b.* A study of Schiller's life, works and place in literature. Readings are selected to acquaint the student with the different phases of his genius. One term is devoted to the critical study and analysis of Wallenstein. Preresquite is German IV or its equivalent.

855. *History of German Literature.* Prerequisite: German IV or equivalent.

856. *German Composition and Conversation.* This course is required of all those expecting recommendations as teachers.

Latin V and VI and German IV and V alternate and terms are taken in order, fall, winter and spring. Methods courses are given in summer.

A German club is maintained and organized under close supervision to supplement regular class work.

DEPARTMENT OF HOME ECONOMICS.

COOKING.

361. *Domestic Science I. Elementary Cooking.* Laboratory: A study of the general rules of laboratory practice. Consideration of fuels, ranges and utensils. Fundamental principles of the cookery of the simple foods, such as vegetables, fruits, cereals, milk, cheese, eggs and meats. Use of leavening agents. Lecture: Study of foods in general. The fine food principles. Composition of foods, their cookery, digestion, use to the body. Manufacture and production of food materials. Every term.

362. *Domestic Science II.* A continuation of Domestic Science I, including canning and preserving. Laboratory: Different methods of canning fruits and vegetables, as the kettle process, the three-day heating process, and others. Jelly, preserve and marmalade making. The use of canned and dried fruits, vegetables and meats in the dietary. Lecture: This course consists of a study of bacteria yeasts and molds as applied to the preservation of food products. Sterilization studied in its various phases. Study of the place of the preserved product in the dietary. Every term.

561. *Domestic Science III. Dietetics.* Laboratory: Preparation of the more elaborate dishes, such as salads, desserts, meat, fruit, and vegetable preparations. Utilization of left-overs. Planning, purchasing and serving meals. Infant feeding. School and picnic lunches. Serving of meals. Lecture: A Study of foods with especial reference to dietetic value. How to combine food materials in a hygienic and economical manner. Dietetic requirements for various ages, occupations, seasons, etc. Balancing rations. Comparative cost of food materials. Various dietary standards. Winter and summer.

562. *Domestic Science IV. Cookery for the Sick and Convalescent.* Laboratory: Preparation of the more common invalid foods, such as nutritious drinks, gruels, toasts, cookery of eggs and milk for the sick. Actual practice in the preparation of trays for typical diseases, such as typhoid fever, tuberculosis, Bright's disease, diabetes, biliousness, and dyspepsia.

Feeding the Sick: One-half term. Consideration of various foods suitable for the sick and convalescent. Suggestions for the preparation of trays. A study of the common diseases and their dietetic treatment.

Home Nursing: One half term. Sick room problems. Principles of contagion and disinfection. Accidents and emergencies. Demon-

strations in bandaging, bed-making and other operations necessary in the sick room. Fall, spring and summer.

663. *Methods in Home Economics.* A study of the methods of presenting home economics to girls of various ages. Materials suitable for reference work. How to make the patrons interested in home economics work in school. School exhibits. Judging products at fairs and other gatherings. Planning and equipment of laboratories as regards cost and convenience.

Sewing.

461. *Domestic Art I.* The principles of plain hand-sewing are given in this course, including the various kinds of seams, patching, darning, basting, hemming, use of the bias cut, and buttonhole making. Special consideration is given to correct position while sewing, neatness and accuracy in work. Practical application of the principles in the making of useful articles, such as bags, aprons and towels. Every term.

462. *Domestic Art II.* Drafting of patterns for under-garments, including corset cover, drawers, petticoat and nightgown. The under-garments are made from these drafted patterns, thus giving the student a general idea of the main points of a pattern. Demonstrations are given in the manipulation and care of sewing machines. Finishing and trimming of undergarments. Study of the various materials suitable for underclothing, such as muslin, cambric, nainsook, and others. Every term.

563. *Domestic Art III.* A kimono, bungalow apron, shirt waist, skirt and other simple garments are made in this course. Commercial and drafted patterns are used. Study of styles and materials. Winter and summer.

564. *Domestic Art IV.* Making wash dress. Study of cotton materials and linens. Alteration of commercial patterns. Special attention given to fitting and finishing. Fall, spring and summer.

661. *Domestic Art V.* Advanced dressmaking. A silk and woolen dress are made in this course. Study of colors and styles as suitable for individuals. Study of woolen and silk textiles.

662. *Domestic Art VI.* Millinery and advanced textile study. The student is made familiar with the materials used in hat making. How hat frames are made and covered. Use and abuse of color in millinery. Suitable trimmings. Styles of hats required by different individuals. The student makes three hats in this course.

The textile work consists of a study of the source, manufacture and use of cotton materials, linens, silks and woolen goods. Tests for adulterants. Prices and various uses are compared. Household linens are given special attention.

DEPARTMENT OF ART.

DRAWING.

371 and 372. *Drawing I. a and b.* Elementary Course. Object drawing, blackboard sketching, illustrative of simple stories and primary design. Elementary landscape, composition and design. Every term.

Mediums used: Water colors, crayons, charcoal, brush and ink.

All primary and rural teachers need this course.

471. *Drawing II. a. Grade Course.* Model drawing, study of light and shade. Composition. Every term.

472. *Drawing II. b. Grade Course.* Still life grouping, illustrating principles in perspective, landscape sketching. Every term.

Mediums used: Charcoal, water colors, pen and ink.

571. *Drawing III. a. Design.* Principles of decoration, elements of beauty, study of balance, rhythm. On demand.

572. *Drawing III. b.* Historic ornament, decorative design, principle of decoration, elements of beauty and a study of balance, rhythm, and harmony. On demand.

It is desirable that a knowledge of the history of art and aesthetics should be obtained as a basis of this study, that the principle be used in the art classes and their application to the various materials, as wood, leather, clay, etc.

Mediums used: Water colors, crayons, pencils, brush and ink.

573. *Drawing IV. a. Oil Painting.* Still life groups, landscape. Spring and summer.

574. *Drawing IV. b. Oil Painting.* Life. Spring and summer. Mediums used: Oil and charcoal.

575. *Special Methods in Art.* Observation, reading and planning will constitute half of this course, and teaching the other half. One term credit. Summer.

671. *V. a. China Painting.* Application and study of simple design. Summer only.

672. *V. b. China Painting.* Composition, from natural form. Summer only. Mediums used: Mineral paints, and oil.

All of above courses are one hour courses and count half term credit each.

673. *History of Art. a.* Prehistoric art, Egyptian, Babylonian, Assyrian, Grecian art, Architecture, Sculpture.

674. *History of Art. b.* Roman art, Architecture, Sculpture, Roman and Gothic Architecture, Renaissance.

675. *History of Art. c.* Great Painters. Modern art, Architecture, Sculpture, Modern Painters.

Text book: "Apollo," Rheinach.

Manual Arts.

376. *Primary. a. Paper and Cardboard Construction.* Exercises in freehand cutting, folding, weaving, constructing, decorating. Work suited to different months of the school year. Sand table construction. Methods of presenting work to pupils. Every term.

377. *Primary. b. Clay Modeling and Sand Table Work.* Object modelled from vegetable and animal world; brick molding, relief work. Correlation of modeling with Nature study, geography, history and language. Studies of primitive and modern life on sand table. Every term.

378. *Primary. c. Textiles: Weaving and Raffia.* Weaving on cardboard and wooden looms; rugs, mats, hammocks, doll clothes. Exercise in coiling, braiding and knotting raffia. Objects made for home and school. Every term.

Primary courses consider construction work for the first four grades.

476. *Grade. a. Bookmaking, Claywork, and Varied Problems.* Covering, mending of books, making of cases, pamphlets and books. The clay work taught as means of expression in relief work, pottery, maps. Every term.

477. *Grade. b. Basketry and Textiles.* Indian basketry stitches, reed work, caning, native basketry materials studied. Netting, weaving on looms and the use of thread in various ways. Study of clothing and raw materials used in making cloth. Every term.

The grade courses are intended to deal with construction work in the four upper grades. Projects here are more complex than in primary work, with emphasis on utility and beauty.

576. *Art Craft. a. Embroidery and Decoration.* White embroidery, stenciling, colored embroidery, treatment of leaves and flowers.

577. *Art Craft. b. Laces and Threads.* Crocheting, lace making, knitting, point and Battenburg work, and the application of thread in other than embroideries.

578. *Art Craft. c. Leather Work.* Processes of cutting, tooling, staining leather, in making of such objects as suit case tags, card cases, bags and books.

579. *Art Craft. d. Metal Work.* A course in metal work will deal with heating, annealing, etching, and riveting metal. Objects of household use made.

580. *Art Craft. e. Wood Carving.* Enriching wood by means of carving. A course suited to schools having small equipment for hand work. Pyrography given in connection with carving if desired.

All above courses are one hour courses and count half term each.

This work contemplates beautifying the home. Its purpose is to show how beauty may be applied to common things.

676. *Bench Work. a.* Elementary tool processes, as sawing, planing, boring, and finishing. Beginning working drawings, and the making of pieces involving end to end, dowel, miter, and simple joints are worked out. The outfitting of some one room in the house is begun.

677. *Bench Work. b. Cabinet Making.* Working drawings for furniture and the execution of the pattern carried out in wood. This course is a continuation of course *a,* dealing with greater complexities. Reports on various phases of woodwork, consult manual training magazine, and the books on woodwork in library.

678. *Bench Work. c. Cabinet Making and Shop Problems.* Study of hard and soft woods. Equipment of wood working shop for school purposes. Plans course of study for boys below high school. Cabinet making continued, or some special phase of woodwork taken up; as a course for agricultural students.

All bench courses are two hour courses and count one term credit each.

679. *Special Methods in Manual Arts.* Observations, planning and discussions will constitute one-half of this course; teaching the other half. One term credit.

WRITING AND BOOKKEEPING.

378. *Writing. a.* Correct position of the body, penholding, movement, material, and actual practice will be required. Emphasis on what to teach in the different grades and how in each. Every term.

379. *Writing. b.* Actual practice with special attention to letter forms. Outside work required. Emphasis on upper grade writing in public schools. Every term.

Plain, legible writing will be taught, such as represented by Spencer, Ransomarian, or the Palmer system. Blackboard and printed copies will be used.

477. *Bookkeeping. a.* Theory of debits and credits, journalizing, posting, balance sheets, closing ledger, balance of balances are introduced. Fall, spring and summer.

478. *Bookkeeping. b.* Mastery of the journal, cash-book, sales-book, purchase-book, bill of lading, statement of accounts, notes, checks, drafts, and other commercial papers will be accomplished. Winter and summer.

479. *Farm Accounts.* May follow *a.* Winter, spring and summer.

This work will be conducted mostly by the laboratory method. Neatness, accuracy, and speed will be emphasized. The main object of this department is to prepare for teaching commercial subjects in the high schools.

DEPARTMENT OF PHYSICAL EDUCATION.

381. *Physical Training I. Elementary.* Marching, calisthenics, gymnastic dances, and games. One-fourth credit. Every term.

382. *Physical Training II. Intermediate.* Marching, calisthenics, folk dances, rhythmic dancing, dumbbells, barbells, German horse and bounce board, and games. One-fourth credit. Every term.

481. *Physical Training III. Advanced.* Marching, calisthenics, Swedish gymnastics, folk dances, rhythmic dancing, Indian clubs, parallel bars, flying rings, travelling rings, elementary tumbling, games. One-half credit. Every term.

482. *Physical Training IV. Specials.* Tennis, fencing, advanced rhythmic dancing, field hockey, cricket, boxing, wrestling, advanced apparatus work, and tumbling. One-half credit. Every term.

Only students who have completed the first two courses will be allowed to enroll in course IV.

581. *Methods Playground for Women.* Physiology, essentials of anatomy, public hygiene, school hygiene, and personal hygiene, first

aid to the injured, Swedish gymnastics, folk dances, rhythmic dances, schoolyard games, and basketball. One term credit. Fall and summer.

582. *Methods Athletic for Men.* Physiology, essentials of anatomy, public hygiene, school hygiene, personal hygiene, first aid to the injured, military tactics, Swedish gymnastics, folk dances, schoolyard games, methods of coaching football, basketball, baseball, track and field athletics. One term credit. Winter and summer.

Physiology is a prerequisite to the methods courses.

These courses are offered to students who wish to prepare for coaching athletics or as teachers of physical training.

Aims. (1) To care for the health and bodily education of the students, giving special emphasis to the interdependence of body, mind, and soul; to develop character as well as muscle. (2) To train our students to coach athletics and supervise the playgrounds of rural and city schools.

Methods. During the year short lectures are given to the students on personal hygiene, first aid to the injured, and systematic physical training, schoolyard plays and games, methods of coaching football, basketball, baseball, track and field sports.

Physical Examination. A physical examination, including measurements, strength tests, and careful examination of the vital organs, is required of every student before entering a class and again at the close of the term if the student so desires. Advice is given each student at this time as to his proper exercise, diet, sleep, and general care of his body.

The drills are adapted to the physically average student, and are but the minimum of exercise. When, in the opinion of the director, a student is sufficiently ill or disabled to require absence from the exercise, he is excused.

The director will prescribe special work for students who are physically unable to take part in the regular class work in physical training, and will adjust the work to suit each individual case.

Credit. One-fourth term credit is given for satisfactory work in the first and second terms of physical training. One-half credit for every additional term. Not to exceed two term credits will be given for physical training. Full credit is given in addition for satisfactory work in either of the methods courses.

Lockers. Each student enrolled will be assigned a separate locker in the locker room and will be held responsible for the care of same.

Baths. Only students in physical training and athletics will have free use of baths and other gymnasium privileges.

Uniforms. Each student is required to wear the regulation uniform in all class work, and must keep same in perfect condition.

Uniforms for Men. Maroon jersey with NORMAL letters across the breast. Navy blue pants with two one-quarter-inch stripes down the sides. White canvas shoes with white rubber soles.

Uniforms for Women. White middy blouse. Blue serge bloomers. White canvas shoes with white rubber soles.

DEPARTMENT OF MUSIC.

PUBLIC SCHOOL MUSIC.

391. *Music I.* Song interpretation, voice culture, ear training and dictation, written work required, elements of notation and terminology, sight singing. Music adapted to the first four (1-4) years of elementary school will be used.

392. *Music II.* Song interpretation, voice culture, ear training and dictation, elements of harmony, melody, writing, elements of form, the phrase, the period, binary and ternary structures, sight singing. Music adapted to last four (5-8) years of elementary school.

491. *Music III.* Elementary harmony two days per week. Sight singing and music appreciation. Music especially suitable for high schools will be used in this class.

492. *Music IV.* Methods three days per week. History of music two days per week. A study of the child voice, note singing, the selection of songs, the monotone and the development of an appreciation of the best in music.

591. *Music V.* Ear training and dictation, advanced work, harmony and musical forms, practice teaching, musical history, chorus and solo singing.

592. *Music VI.* High school music, harmony and musical form, practice teaching, art of conducting, chorus and solo singing.

691. *Music VII.* Advanced work in the pedagogy of school music; practice in conducting chorus, counterpoint, chorus and solo singing.

692. *Music VIII.* Practice in teaching and conducting chorus, counterpoint and composition, methods adapted to institute instruction.

Chorus. One period daily. It is not a period of recreation for uninstructive singing. It is a series of valuable lessons in the technical and interpretative elements of choral music. Such choral works as Gaul's Joan of Arc, and Hofman's Melusina will be studied and given in public. Open to all students having had practice in singing. Glee club for young men. Glee club for young women. One term credit for all work in this line.

The Supervisors' course in music includes piano work through fourth grade and voice work through intermediate grade.

INSTRUMENTAL MUSIC (PIANO).

First and Second Grade. Koehler, op. 157; Gurlitt, op. 130-131; Lemoine-Sidus; Duernoy, op. 120; Bertini, and others. Easy pieces by Lange, Sidus, Steibelt, Czerny, Lichner, Oesten. Easy Sonatinas by Clementi, Lichner, Kuhlau, Reinecke, and others.

Third Grade. Heller, op. 47-46; Loeschorn, op. 66; Czerny octave studies; Schuman's Album for the Young; Beethoven, op. 33. Easy Sonatas by Haydn, Mozart. Pieces by Merkel, Durand, Bohm, Godard, and others.

Fourth Grade. Bach Inventions, Heller op. 45; Low Octave Studies, Czerny, op. 299; Cramer. Sonatas, Haydn, Mozart, Beethoven. Pieces by Bendel, Chopin, Moszkowski, Schubert, Hiller, Weber, Mendelssohn, Tschaikowsky, Kroeger, and others.

Fifth Grade. Bach's English and French Suites, Heller's Art of Phrasing, op. 16; Clementi's Gradus ad Parnassum; Moscheles, op. 70; Jensen, op. 32. Pieces—Schumann Novelettes; Chopin; Rubinstein; Raff; Liszt; Grieg; MacDowell.

Sixth Grade. Selected. Bach's preludes and Fugues; Henselt, op. 2; Kullak School of Octaves; Chopin; Grieg. Concertos—Beethoven, Weber, Mendelssohn, Liszt.

Graduates must make grades in harmony, musical history, etc., and appear in recitals. Advanced pupils will give entire programs. Text books: Goodrich's Analytical Harmony, W. S. B. Mathew's Musical History. Students may enter classes in sight reading, two or more pianos being used. Special course prepared for post-graduates. Price, eight thirty-minute lessons for $6.00.

Credits in piano as follows:

First and second grades, one term each.
Third and fourth grades, two terms each.
Fifth and sixth grades, three terms each.
Total, twelve terms, or 30 semester hours.

VOICE CULTURE.

Preparatory Grade. Fundamental work in management of breath. Voice placement and tone production. William Shakespeare. Vocaleses —Behnke-Pearce, Vaccai, Lutgen, Concone. Musical history and biographies. Easy English songs.

Intermediate Grade. Vocaleses—Bonoldi, Concone, Panofka, Marchesi. Advanced songs in English. Study of classical musical literature and songs in Italian and German. Sight reading and choral work. Song recitals.

Graduating Grade. Advanced studies by Marchesi, Concone. Panofka, Lamperti, etc. Advanced songs in English, Italian, and German. History of opera and oratorio. Songs from standard operas and oratorios.

To complete this course students must have three terms German, elementary harmony and piano to fifth grade.

In voice, credits are given as follows:

Preparatory grade, two terms.
Intermediate grade, four terms.
Graduating grade, six terms.
Total, twelve terms, or 30 semester hours.

BAND AND ORCHESTRA.

Individual lessons are given on any instrument used in either band or orchestra. The conditions are same as those in piano. Opportunity is given for much practice and the instruction is thorough.

All who join either band or orchestra get two free practices each week.

THE CONSERVATORY OF MUSIC.

Students in music are requested to take two or more academic subjects along with their music. All special students have the use of the library and are expected to become members of the literary societies and other organizations of the school.

Pianos for practicing may be had in the building. Many students rent pianos and have them placed in their own rooms. About four hundred students have been enrolled in individual music work the past school year. The new pipe organ has stimulated music in the school. Lessons are given on pipe organ.

The courses of study provide for thorough technique, artistic interpretation and a full musical education. Normal students may

elect music as a major, either voice, piano or violin or other orchestral instrument. In doing this they receive one lesson per week free on conditions set out on next page.

Recitals are given. The aim is to train the student for a life work, and to develop knowledge and skill.

The length of time it takes to complete a musical course depends upon the amount of time given to it daily. The expenses are at the rate of $6.00 for eight private lessons. The one who gives half time to music will spend for music lessons from $50.00 to $60.00 annually.

Requirements for Free Individual Lessons.

1. Major in music in which free lessons are taken with the intention of teaching that music and agreeing to complete all grades in that special kind of music.

2. Must have equivalent of two grades in instrument and the preparatory grade in voice before getting free lessons.

3. Enrollment in the school for three successive terms at one time when first lessons are taken.

4. Carry at least two academic or pedagogic subjects requiring preparation, one of which must be English or other language, and maintain a grade of M or more in all subjects studied. Specials and half term subjects will not be counted. Other music will not count.

5. Enrollment continuously in a public school music class.

6. Must have completed the equivalent of a two years' high school course. Show credentials giving twenty-four credits in the usual high school subjects.

7. Regular and prompt attendance and participation in rehearsals and performances whenever called, announced or set by program.

8. Take part in any music program given under the auspices of the school when so instructed by the teachers who give the lessons.

9. Practice daily the length of time designated by the teacher.

Failure to comply with any of these regulations or to make proper record forfeits all rights to individual lessons. In case of such forfeiture or withdrawal from school before completing the course all lessons that have been given must be paid for at seventy-five cents per lesson.

GREENWOOD SCHOOL.

THE TRAINING SCHOOL.

The conception of education that it is a means of enabling one to get along without work, must give way to the more sensible one of

regarding education as a means of securing more efficient service and a better, happier and more useful citizenship. Every unit of subject-matter must be viewed from the functional standpoint, What use is it capable of serving in the life of the child in his efforts to gain control of his environment? Any school exercise that will help to make the individual a better, more efficient workman, that will enable him to get more enjoyment out of life, that will lead him to a better appreciation of the beauties of nature, music, art and literature, that will give him a higher conception of his duties to his fellow-man and to his Creator, is useful and may well find a place in every school program.

It is this conception that we have in mind when we speak of the functional value of subject-matter.

Organization. The training school consists of ten grades with from fifteen to twenty children in each grade. It is organized into two sections, as follows:

The elementary section consists of grades one to six inclusive, and the Junior High school section consists of grades seven to ten inclusive.

The entire school is under the direction of the director, and five supervisors, each supervisor having general charge of two grades. In the Junior High School section, the work is arranged on the departmental plan.

The children come from the city of Springfield and the country surrounding, and are admitted upon application and without tuition.

After the required limit has been reached, other applicants are placed on the waiting list, to be admitted as vacancies occur. The demand for places for children is always greater than the school can meet, hence it is necessary for application to be made by parents some time in advance of the time when they wish their children to be admitted.

The heads of the various academic departments of the Normal School devote considerable time to the work of the training department in observing, in conference, and in teaching classes for student teachers and for observing students.

Functions. This school is a laboratory in which principles of method and the various theories of education are demonstrated and worked out. Some work in the training department is as essential to the student who is preparing to teach as work in the hospital is to the prospective doctor. It serves the double purpose of a model school and a training school. Much of the teaching is done by trained supervisors for the purpose of giving concrete demonstration of educational prin-

ciples in the presence of students who are preparing to teach. Observation classes are organized, too, for the purpose of studying the best methods of work as presented in the training department.

It is a practice school in which student teachers work out and apply the principles of method and general educational theory. The aim is to impress upon the minds of the student teachers their own personal responsibility for the progress of the children in their various studies, for the discipline of the class as a whole, and of individual children in particular.

While the principles of teaching are essentially the same under all conditions and at all times, nevertheless the problems of organization and management are not the same, and one of the chief problems of the training department is to develop in the student teachers the ability to *adapt* themselves to different conditions and to meet the many problems of organization, management and discipline as they may find them when they go into actual practice.

There is also a systematic attempt to develop in the minds of the students the proper professional attitude toward their work, to make them feel the dignity and importance of the work of teaching, and to realize the very great need of special and thorough professional preparation.

In making up their estimates of the personal, scholastic and professional qualifications of student teachers, the opinion of the supervisors, the heads of the departments, and the director are all considered, each being given due weight so that a fair and reasonably accurate opinion may be formed in regard to the possibilities of each and every student.

Course of Study. The State Course of Study forms the basis of the work in the training department. It is expected, however, that the heads of the departments will make such suggestions as they may see fit in regard to the content, order and general arrangement of the subject-matter in their several branches. Special attention is given to the problem of modifying and adapting the course of study to the needs of the children of this particular locality and to make it fit in with the general equipment of this school. Student teachers are taught to look upon the course of study as a *servant* and not as a *master,* and hence it can be used as an outline or general guide while at the same time being modified to meet local needs as indicated above. To make these changes is one of the first problems that should be set before the student teachers.

One of the chief criticisms directed against the public schools of today is that the children have too much to do, that the course of study

is overcrowded, and that the so-called essentials are sadly neglected. Now, it must be admitted that the elementary school curriculum *is* badly overcrowded and that something should be done to remedy the evil. It is often suggested that many of the subjects now taught *be entirely* eliminated and that the children's energies be concentrated on the old-time fundamentals. We believe that there is no subject taught in the public school today but that is taught in response to some well-defined public demand and that the remedy lies *not* in the *elimination of whole* subjects, but rather in the elimination of such *portions* of subjects as are out of date and have no bearing directly or indirectly on the welfare of the children; and that proper correlation of subjects, integration and unification, and due attention to incidental teaching will do much toward relieving the congestion and making the work much more real, interesting and effective.

General Rules Governing Student Teachers.

1. The observation work must be done during the year preceding graduation from the Regents' Course, and teaching must be done during the Junior or Senior year of the Diploma course.

2. Students who are doing work in the training school must devote not less than forty minutes per day to observing and teaching, one or both, and as much more time to the making of plans and preparations for the classroom work; must attend all conferences called by the director or supervisor, and must do such reading as may be necessary to a proper understanding of the work in hand. They should also hold themselves ready to render such assistance to the supervisor as may be necessary and helpful in the management of the classroom.

3. Prerequisites for observation in the training school are: One term of psychology, principles of teaching.

4. Prerequisites for teaching in the training school are:

(*a*) Requirements under three above.

(*b*) One term of the teaching of some subject or one term of primary methods.

(*c*) Approval of the head of the department in which the subject taught falls, as to general knowledge of subject-matter.

5. All students having less than three years' teaching experience will be expected to teach two terms in the training department. Those having a more extensive experience may be allowed to substitute one term in a professional or academic study in lieu of the second term of

teaching. No student will be excused from the second term except on the recommendation of the supervisor under whom the first term of teaching has been done.

6. All students doing work in the training department should reserve the hour from 3:30 to 4:30 for conference.

7. All assignments for work in the training department are to be made by the director, who will consult with the supervisors and the heads of the departments.

8. In making up estimates of the student teachers, the supervisor will consider the following:

(*a*) Preparation of lessons: Clearness of purpose; originality; thoroughness; organization of subject-matter; appreciation of relative values; mechanics of plan-arrangement; paragraphing, conciseness of statement, writing, etc.

(*b*) Ability to teach students how to study and to train them to think and to act independently.

(*c*) Skill in conducting recitation; in exposition, or in telling; in questioning; in holding attention and interest; in reaching individuals; in using childrden's experiences and responses; in keeping lessons organized; in economizing time; in securing and fixing definite results; in using blackboard and other means of illustration; in care of pupils' English; in assigning study lessons, etc.

(*d*) Ability to manage children; general attitude; formal, informal, severe, sympathetic; systematizing and economizing routine; handling distracting or disturbing elements; maintaining authority; decision; consistency.

(*e*) Personal fitness for teaching; health, energy; sense of responsibility; intelligence; knowledge; attitude toward criticism; courtesy; confidence; willingness; poise; neatness; carriage; voice, enunciation, etc.

(*f*) Professional attitude, including enthusiasm for the work, independence and individual initiative in working out new methods of procedure and general faith in the work and in the ability to succeed.

(g) General rating of student teachers, as "excellent" "E", "superior" "S", "medium" "M", "inferior" "I" and "failure" "F".

MEMBERS OF ALUMNI ASSOCIATION

B. S. IN EDUCATION, 120 HOURS.

Anderson, Ernest	(1915)	Superintendent Schools	Dixon, Mo.
Campbell, Lucas	(1915)	High School Science	Jefferson City, Mo.
Hayes, Truman	(1915)	Principal School	Forsythe, Mo.
Law, Thaddeus	(1915)	H. S. Teacher	Amsterdam, Mo.
McClanahan, Chas.	(1915)	Business	Springfield, Mo.
Phelps, S. J.	(1915)	Mathematics, (Normal School)	Springfield, Mo.
Ryan, George P.	(1915)	Ward Principal	Springfield, Mo.
Sutherland, Agnes	(1915)	H. S. Teacher	Idaho
VanBuskirk, Luther	(1915)	H. S. Teacher	Belgrade, Mont.
Woody, Onita	(1913)	H. S. Teacher	Springfield

DIPLOMA FOR HIGH SCHOOL TEACHING, 90 HOURS.

Badgley, Azalea G.	(1915)	Art Assistant, (Normal School)	Springfield, Mo.
Becker, Gertrude E.	(1915)	H. S. Teacher	Mountain Grove, Mo.
Bennett, Aurla Irene	(1915)	Teacher	Oregon
Briggs, Delpha	(1915)	H. S. Teacher	Marshfield, Mo.
Clopton, W. T.	(1915)	Superintendent Schools	Anderson, Mo.
Cox, Viola B.	(1915)	H. S. Teacher	Seneca, Mo.
Eastburn, Lacey A.	(1915)	Student	Drury College
Estes, Ina	(1915)	Teacher	Dexter, Mo.
Greening, Laura	(1915)	H. S. Teacher	Forsythe, Mo.
Haynes, Ruth	(1915)	H. S. Teacher	Lowry City, Mo.
Herndon, Ora	(1915)	Teacher	St. Louis, Mo.
Hickman, Lettie	(1915)	Student M. S. U.	Columbia, Mo.
Hurst, J. F.	(1915)	Superintendent Schools	Stotts City, Mo.
Johnson, Mrs. M. A.	(1915)	H. S. Teacher	Marionville, Mo.
Jones, Lucile	(1915)	H. S. Teacher	Piedmont, Mo.
Landingham, Ernest	(1915)	Superintendent Schools	Wakita, Okla.
Lewis, D. W.	(1915)	Principal Schools	Kansas
McCammon, Elizabeth	(1915)	Teacher	Springfield, Mo.
Mack, Estha	(1915)	H. S. Teacher	Holliday, Mo.
Meador, Bessie	(1915)	Teacher	Weaubleau, Mo
Nettles, Edward	(1915)	H. S. Principal	Aurora, Mo.
Newton, Essie	(1915)	H. S. English	Ava, Mo.
Newton, Harriet	(1915)	Teacher	Oklahoma
O'Rear, Floyd B.	(1915)	H. S. Mathematics	Neosho, Mo.
Payne, W. L.	(1915)	H. S. Science	Carthage, Mo.
Ray, Elgin	(1915)	H. S. Latin	Lockwood, Mo.
Simon, Charity	(1915)	Teacher	Iowa
Smith, Frank	(1915)	Student	Drury College
Smith, Hazel	(1915)	Teacher	Neosho, Mo.
Spriggs, Irma	(1908)	Teacher, (Normal School)	Ada, Okla.
Story, Hazel	(1915)	Teacher	Springfield, Mo.
Sullivan, J. W.	(1915)	Principal	Urich, Mo.

DIPLOMA FOR ELEMENTARY TEACHING, 60 HOURS.

Adams, Georgiana	(1910)	Home	Carthage, Mo.
Aldridge, May	(1913)	Home	Webb City, Mo.
Allen, Empo	(1914)	Grade Teacher	West Plains, Mo.
Allen, Eva	(1914)	Primary Teacher	Cheney, Wash.
Allen, Nolah	(1913)	Primary Teacher	Springfield, Mo.

Allen, Stella	(1914)	Grade Teacher	Malden, Mo.
Allin, Katherine	(1915)	Primary Teacher	Ozark, Mo.
Allison, Mrs. Alma	(1911)	High School, English	Jasper, Mo.
Allison, Nina	(1912)	Teacher	Springfield, Mo.
Anderson, Chrissie	(1912)	Grade Teacher	Springfield, Mo.
Anderson, Ernest M.	(1913)	Superintendent Schools	Dixon, Mo.
Anderson, Nels	(1911)	Reporter (Republican)	Springfield, Mo.
Anderson, O. R.	(1909)	Superintendent	Gainesville, Texas
Andrew, Paul E.	(1914)	Superintendent	Ash Grove, Mo.
Appleby, Felix	(1909)	Superintendent	Ozark, Mo.
Arnett, Mabel	(1910)	Supervisor (Normal School)	Warrensburg, Mo.
Aurand, Leona	(1914)	Teacher	Springfield, Mo.
Badgley, Azalea G.	(1913)	Art, Normal School	Springfield, Mo.
Baer, Alice	(1908)	Teacher	Nogales, Ariz.
Baer, Edna	(1908)	Teacher	Bisbee, Ariz.
Baker, Alice	(1910)	Mrs. L. S. Johnston	Milton, Ia.
Balderson, Inez	(1910)	Teacher	Riverside, Calif.
Ball, Alva	(1914)	Mrs. John King	Fayetteville, Ark.
Barham, Estella	(1914)	Mrs. Otho L. Davis	Liberty, Mo.
Barley, Genevieve	(1914)	Teacher	Mexico, Mo.
Barlow, Edna	(1915)	Teacher	Webb City, Mo.
Barlow, W. A.	(1914)	High School Principal	Peirce City, Mo.
Barlow, Walter	(1915)	Student, Peabody College	Nashville, Tenn.
Baumann, Editha	(1912)	Home	Springfield, Mo
Bearden, Fern	(1911)	Grade Teacher	Springfield, Mo.
Bearden, Myrtle	(1909)	Mrs. W. A. Delzell	Springfield, Mo.
Bennett, Mrs. Carrie	(1914)	Student M. S. U.	Columbia, Mo.
Benson, Gladys	(1914)	Home	Bolivar, Mo.
Benton, Alice	(1914)	High School Teacher	Koshkonong, Mo.
Benton, May	(1914)	H. S. Teacher	Cabool, Mo.
Bistline, Viola	(1911)	Teacher	Washington
Black, C. C.	(1913)	Superintendent	Sullivan, Mo.
Blair, Anna L.	(1908)	German (Normal School)	Springfield, Mo.
Blake, George	(1910)	Manual Training	Los Angeles, Cal.
Bledsoe, John	(1913)	Manual Training	Kansas
Bledsoe, Verda	(1913)	Student, M. S. U.	Columbia, Mo.
Blevins, Beulah	(1914)	Grade Teacher	Sapulpa, Okla.
Blevins, Minnie	(1914)	English, High School	Humansville, Mo.
Boehmer, Florence	(1911)	English, High School	Lebanon, Mo.
Bolinger, Nettie	(1910)	Mrs. W. Bailey	Lead Hill, Ark.
Booher, Ella	(1907)	High School English	Webb City, Mo.
Booker, Ella	(1915)	Teacher	Joplin, Mo.
Bounds, Howell	(1913)	Physical Tr. Director	Norwood, Mass.
Boundy, Emma	(1908)	High School English	Vinita, Okla.
Bounous, Joel	(1914)	High School Principal	Mountain Grove, Mo.
Bower, T. E.	(1913)	Real Estate	Kansas
Bowers, Raymond	(1914)	Superintendent	Kingston, Mo.
Boyd, John B.	(1911)	Representative Ginn & Co.	Springfield, Mo.
Bradshaw, F. O.	(1909)	High School Principal	Oregon
Braeshears, Olive L.	(1910)	Languages, High School	El Dorado Springs, Mo.
Bragg, Mrs. Elizabeth	(1913)	Supervisor, Normal School	Springfield, Mo.
Brake, Della	(1914)	Mrs. Bruce Richards	Carthage, Mo.
Brand, Virginia	(1914)	History, High School	Elk City, Kas.
Braun, Elsie	(1915)	Teacher	Springfield, Mo.
Briggs, Delpha	(1913)	Latin and German, High School	Marshfield, Mo.
Brooke, Pearl	(1910)	Mrs. Charles F. Neer	Vinita, Okla.
Brooksbank, Maude	(1911)	Teacher	Springfield, Mo.
Brookshire, W. A.	(1913)	Superintendent	Winona, Mo.
Brown, Artie	(1911)	Mrs. Norton J. Scott	Mountain Grove, Mo.
Brown, C. C.	(1913)	Principal School	Houstonia, Mo.
Brown, Mrs. C. C.	(1914)	Home	Houstonia, Mo.
Brown, Juliet	(1913)	Teacher	Jasper County

Brown, Martha	(1913)	Primary Teacher	Peirce City, Mo.
Brown, Mary Maud	(1910)	Married	Excelsior Springs, Mo.
Bruen, Dorothy	(1910)	Primary	Colorado Springs, Col.
Bruens, H. A.	(1910)	High School Principal	Eldorado, Okla.
Bruffey, Matie	(1912)	High School English	Mountain Grove, Mo.
Buckeridge, Bess	(1913)	Teacher	Joplin, Mo.
Bullock, E. A.	(1911)	Home	Marionville, Mo.
Burg, Nelle	(1915)	Primary Teacher	Bethany, Mo.
Burgess, Mrs. Floy	(1914)	Student, M. S. U.	Columbia, Mo.
Burgi, Luette	(1915)	Teacher	California, Mo.
Burnett, Grace	(1909)	Teacher	Lebanon, Mo.
Burney, F. J.	(1913)	County Superintendent	Texas County
Burney, Norma	(1913)	Mrs. H. E. Newton	Mansfield, Mo.
Burris, M. L.	(1907)	Manual Training	Youngstown, Ohio
Burruss, Marian	(1915)	Teacher	Carrollton, Mo.
Butler, W. C.	(1912)	Principal School	Illinois
Butts, Florence	(1915)	Teacher	Springfield, Mo.
Caduc, Elizabeth	(1912)	Primary	Springfield, Mo.
Calhoun, Herbert C.	(1907)	High School Principal	Oklahoma
Calhoun, Mary	(1910)	Teacher	Springfield, Mo
Callaway, Guy D.	(1911)	Medical Student	St. Louis, Mo.
Callaway, P. C.	(1909)	High School Principal	Mound City, Mo.
Callaway, P. P.	(1908)	High School Inspector	Jefferson City, Mo.
Campbell, Elwyn	(1914)	Superintendent	Cuba, Mo.
Campbell, Genevieve	(1914)	High School English	Anderson, Mo.
Campbell, Jean	(1914)	Grade Teacher	Springfield, Mo.
Capps, W. A.	(1914)	Teacher	Vernon County
Cary, Jessie	(1913)	High School Mathematics	Webb City,Mo.
Carmichael, Perry	(1913)	Superintendent	Peirce City, Mo.
Carpenter, Edith	(1915)	Teacher	Bartlesville, Okla.
Carter, Minnie	(1914)	Teacher	Oklahoma
Carter, Mrs. Pruda W.	(1915)	Teacher	Newton County
Cassity, Bessie	(1908)	Mrs. E. C. Wilson	Ada, Okla.
Cassity, Roxana	(1913)	Principal Tefft School	Springfield, Mo.
Chandler, Oscar W.	(1908)	Business	Hannibal, Mo.
Childress, Terry	(1914)	Mrs. Stanley Elmore	Marshfield, Mo.
Childs, Fletta G.	(1913)	High School Latin and Ph. Tr.	Wyoming
Clark, Jessie	(1911)	Teacher, Academy	Greenwick, Conn.
Clark, Mary A.	(1910)	Teacher	Springfield, Mo.
Claypool, Hugh	(1914)	Student, Drury College	Springfield, Mo.
Clayton, D. W.	(1907)	Statistician	Jefferson City, Mo.
Clingan, Ella	(1913)	Teacher Domestic Science	Springfield, Mo.
Clingan, Iva May	(1915)	Teacher	Roswell, N. M.
Clopton, W. T.	(1914)	Superintendent	Anderson, Mo.
Cobb, Edith	(1915)	Teacher	Billings, Mo.
Cobb, Ethel	(1914)	Teacher	Christian County
Cockrell, A. M.	(1910)	Teacher	Oklahoma
Cole, Vera	(1908)	Mrs. J. J. Hill	Springfield, Mo.
Coleman, H. A.	(1913)	Principal School	Thomasville, Mo.
Coleman, Mrs. H. A.	(1912)	Teacher	Thomasville, Mo.
Coles, Marguerite	(1913)	Teacher	Springfield, Mo.
Collings, P. M.	(1913)	County Superintendent	McDonald County
Collins, Lillian	(1913)	H. S. Teacher	Appleton City, Mo.
Conlon, Mrs. Rebecca	(1908)	Principal Campbell School	Springfield, Mo.
Connelly, Julia	(1908)	Teacher	California
Coon, Elbert C.	(1913)	Home	Springfield, Mo.
Cooper, Gertrude	(1915)	Teacher	Peirce City, Mo.
Covert, Lucy	(1915)	Teacher	Webb City, Mo
Coward, L. H.	(1913)	High School Principal	Monett, Mo.
Cowden, Alberta	(1915)	Domestic Science	Springfield, Mo.
Cox, Laura	(1912)	H. S. Language	Vinita, Okla.
Crawford, Dallice	(1911)	Mrs. Paul White	Minden Mines, Mo.

Crenshaw, Albert	(1911)	Business	Nowata, Okla.
Custis, Minnie	(1912)	Teacher	Carthage, Mo.
Cutchin, Grace	(1914)	Teacher	Lebanon, Mo.
Dagley, Nettie	(1915)	Teacher	Metcalf, Ariz.
Dalton, G. O.	(1913)	Superintendent Schools	Fulton, Ark.
Daniel, Bertha	(1914)	English (Normal School)	Maryville, Mo.
Daugherty, Chas. F.	(1907)	Superintendent Schools	Bethany, Mo.
Daugherty, Claude B.	(1915)	Mrs. F. L. Barton	Joplin, Mo.
Daugherty, Tressa	(1915)	Teacher	Joplin, Mo.
Davies, Hilma	(1913)	Student Drury College	Springfield, Mo.
Davis, Elsie	(1915)	Primary Teacher	Roswell, N. M.
Davis, H. N.	(1912)	Principal Public School	Bakersfield, Mo.
Davis, Jewell	(1915)	Teacher	Mt. Vernon, Mo.
Dawson, Anna	(1912)	Teacher	Lamar, Mo.
Delp, J. D.	(1913)	Bookkeeper Normal School	Springfield, Mo.
Denney, F. O.	(1912)	Newspaper	Lowry City, Mo.
Denton, J. B.	(1912)	Teacher Training, High School	Aurora, Mo.
Deppe, H. J.	(1913)	Principal Public School	Strafford, Mo.
Devereaux, May	(1909)	Teacher Public School	Springfield, Mo.
De Vorss, Mrs. Kara	(1908)	Teacher	California
Dillon, Beulah	(1913)	Teacher	Poplar Bluff, Mo.
Dinwiddie, Ella	(1913)	Mrs. Ira H. R. Welch	Conway, Mo.
Dobey, Margaret	(1915)	Teacher	Seymour, Mo.
Dobyns, V. A.	(1909)	Banker	Ava, Mo.
Doling, Mrs. Fannie	(1908)	Principal Berry School	Springfield, Mo.
Duff, Alexander W.	(1908)	Business	Neosho, Mo.
Dummitt, Howard	(1914)	High School Principal	Hartville, Mo.
Duncan, Phillis	(1912)	Married	Oklahoma
Dunkle, Bertie	(1914)	Teacher	Oklahoma
Dunkle, Myrtle	(1914)	Teacher	Oklahoma
Dunaway, Margaret	(1914)	Teacher	Roswell, New Mexico
Durboraw, Lena	(1912)	Student Indiana University	Bloomington, Ind.
Edmondson, Frances	(1908)	Teacher	Springfield, Mo.
Edwards, N. H.	(1910)	Superintendent	Norman, Okla.
Egan, Esther	(1909)	High School Teacher	Iowa
Elliot, Ione	(1909)	High School Teacher	Carthage, Mo.
Elliot, Mrs. Genette	(1908)	High School Teacher	Oklahoma City, Okla.
Ellis, Buell	(1914)	Latin and Music	El Dorado, Mo.
Ellis, Laura	(1910)	Deceased	
Ellis, Roy	(1911)	Student, Harvard	Cambridge, Mass.
Estes, Mollie	(1908)	Teacher	Choteau, Okla.
Evans, Fannie	(1908)	Principal Ward School	Springfield, Mo.
Evans, Roy	(1914)	Principal Schools	Branson
Evans, Mrs. Roy	(1914)	Home	Branson
Ewing, Mary	(1910)	Mrs. Houston Dummitt	Texas
Faust, Ruth A.	(1915)	Teacher	Cuba, Mo.
Fairman, Edna	(1912)	Teacher	Springfield, Mo.
Farley, Annie Laurie	(1914)	Primary Teacher	Eureka Springs, Ark.
Feemster, Chas. F.	(1907)	Principal	Gresham, Neb.
Finley, J. A.	(1913)	Principal	Oklahoma
Floyd, M. R.	(1908)	Superintendent	Miami, Okla.
Fly, Ethel	(1911)	Teacher	Webb City, Mo.
Foley, Grace	(1913)	Teacher	Springfield, Mo.
Foster, W. Y.	(1908)	Education, State Normal	Springfield, Mo.
Fowler, Julia A.	(1909)	Home	Springfield, Mo.
Freeman, Alice	(1914)	Teacher	Okmulgee, Okla.
Fugitt, Gertrude	(1909)	Teacher	Kansas City, Mo.
Fugitt, Katherine	(1907)	Teacher Humboldt School	Kansas City, Mo.
Galbraith, Lester V.	(1915)	Student, Normal School	Springfield, Mo.
Galbraith, Susan	(1912)	Teacher	Wymore, Neb.
Gann, Regna	(1914)	Latin and English H. S.	Crane, Mo.
Gibson, Etolia	(1910)	Home	Springfield, Mo.

Gideon, Josephine O.	(1913)	Principal Boyd School	Springfield, Mo.
Gilmer, Olive	(1915)	Teacher	Webb City, Mo.
Glenn, Florence	(1913)	Primary Teacher	Webb City, Mo.
Goldsmith, William	(1909)	Minister	Michigan
Gooch, Homer	(1913)	Teacher	Galloway, Mo.
Gray, Susan	(1912)	Primary Teacher	Eminence, Mo.
Green, C. A.	(1907)	Lawyer	Webb City, Mo.
Green, William W.	(1908)	High School Science	California
Gregg, R. J.	(1911)	High School Mathematics	Springfield, Mo.
Griffith, Phoebe	(1908)	High School Mathematics	Joplin, Mo.
Griggs, Hattie	(1914)	Teacher	Greenfield, Mo.
Grimes, Lora	(1914)	Principal High School	Ozark, Mo.
Gum, Guy	(1915)	Principal School	Rocky Comfort, Mo.
Haldeman, Ida May	(1909)	Teacher	Kansas
Hall, Alta B.	(1911)	High School Latin	Fresno, Calif.
Hamilton, Adelle	(1914)	Mrs. Riley	New Madrid, Mo.
Hankins, W. C.	(1911)	Teacher	Barry County
Harber, Gertrude	(1914)	Teacher	Springfield, Mo.
Hardman, Bessie	(1914)	Teacher	Chadwick, Mo.
Hargis, Etta	(1914)	Primary	Joplin, Mo.
Hargis, Grace	(1913)	Teacher	Colorado
Hargis, Mayme	(1914)	Teacher High School	Lockwood, Mo.
Harrell, Josiah D.	(1914)	High School Principal	Holliday, Mo.
Harris, Elizabeth	(1910)	Mrs. Stein	Aurora, Mo.
Harris, Stella C.	(1907)	Manual Arts Normal School	Springfield, Mo.
Harrison, W. I.	(1911)	Lawyer	Portland, Oregon
Hartley, U. E.	(1913)	Student	St. Louis, Mo.
Hartzell, Alice	(1910)	Teacher	Greene County, Mo.
Harwood, Ernest	(1914)	Teacher	Chesterfield, Idaho
Hastings, Lura	(1914)	Teacher	Golden City, Mo.
Hatch, R. N.	(1908)	Superintendent Schools	Fresno, Calif.
Haycraft, Maude	(1910)	Home	Springfield, Mo.
Haydon, Helen	(1914)	Teacher High School	Dixon, Mo.
Hayes, Bruce	(1914)	Student	Colorado City, Colo.
Hayes, Truman	(1913)	Principal	Forsythe, Mo.
Haymes, L. S.	(1913)	Lawyer	Washington, D. C.
Hays, Josephine	(1911)	Teacher Bailey School	Springfield, Mo.
Hearst, Pearl	(1915)	Teacher	Battlefield, Mo.
Hedges, May	(1915)	Primary Teacher	Carterville, Mo.
Helm, Emma	(1913)	Teacher	Carthage, Mo.
Helms, Martha	(1907)	Supervisor Drawing	Webb City, Mo.
Hendricks, Ruth	(1912)	Home	Carthage, Mo.
Hennicke, Dora	(1914)	Teacher	Boonville, Mo.
Herod, L. P.	(1914)	Teacher	Tulsa, Okla.
Hibbard, J. A.	(1907)	Business	Oregon
Hibler, Edith	(1911)	Mrs. W. W. Tuttle	Kansas
Hibler, Jessie	(1914)	Domestic Science	Ash Grove, Mo.
Hickman, Grace	(1914)	Teacher	Seneca, Mo.
Hickman, Lettie	(1914)	Student M. S. U.	Columbia, Mo.
Hicks, Carrie	(1912)	History High School	Monett, Mo.
Highland, W. L.	(1911)	Principal	Texas
Hill, Clyde M.	(1907)	Professor Mathematics N. S.	Springfield, Mo.
Hill, Katherine	(1911)	Teacher McGregor School	Springfield, Mo.
Hillhouse, Della	(1914)	Teacher	Lenepah, Okla.
Hobson, Elsie Mae	(1915)	Teacher	Springfield, Mo.
Hoffman, R. W.	(1913)	Student Drury College	Springfield, Mo.
Hoffmeister, Carrie	(1913)	Teacher High School	Golden City, Mo.
Hoffmeister, Myrtle	(1909)	Deceased	
Holland, Abner W.	(1911)	Student University of California	Berkley, Calif.
Hopkins, Gladys	(1909)	Mrs. Robert Ford	Dexter, Mo.
Hopkins, Mrs. G. W.	(1915)	Sunshine School	Springfield, Mo.
Hornback, Virginia	(1915)	Teacher	Springfield, Mo.

Horner, Eva	(1913)	Teacher, H. S. English	West Plains, Mo.
Horner, S. G.	(1910)	Principal School	Alma, Mo.
Horsman, W. S.	(1910)	Superintendent Schools	Golden City, Mo.
Hotham, Beatrice	(1913)	Student M. S. U.	Columbia, Mo.
Hovey, Nelle	(1914)	Mathematics	New Brunswick, Mo.
Howard, Clara	(1914)	Teacher	Springfield, Mo.
Howe, Mary	(1915)	Teacher	Springfield, Mo.
Hudelson, Ruth	(1914)	Teacher	Poplar Bluff, Mo.
Humphreys, Allen	(1913)	Science, High School	Springfield, Mo.
Humphreys, Vera	(1914)	Student M. S. U.	Columbia, Mo.
Hunt, J. W.	(1907)	Business	Salem, Mo.
Hunt, Norma Dove	(1914)	High School Teacher	Richland, Mo.
Hunt, Pearl	(1914)	Teacher	Aldrich, Mo.
Hunter, Rachel	(1909)	Stenographer	St. Louis, Mo.
Hurt, Robert E.	(1911)	Student M. S. U.	Columbia, Mo.
Hurst, J. F.	(1908)	Principal School	Stotts City, Mo.
Hutts, Audra	(1914)	Grade Teacher	Miami, Okla.
Hyder, Mabel	(1914)	Teacher	Excelsior Springs, Mo.
Irwin, Margaret	(1914)	Grade Teacher	Springfield, Mo.
Ivie, Bess	(1914)	Teacher	Neosho, Mo.
Jaccard, Elizabeth	(1914)	Domestic Science, High School	Webb City, Mo.
Jadwin, W. E.	(1909)	Superintendent	Cabool, Mo.
Jenner, Sallie	(1914)	Teacher	Verona, Mo.
Johns, A. M.	(1912)	Superintendent	Coulton, Okla.
Johnson, Lizzie	(1914)	Teacher	Dewar, Okla.
Johnson, Mamie	(1913)	Mrs. B. S. Stottle	Kansas City, Mo.
Johnson, Sedley	(1915)	Teacher	Springfield, Mo.
Jones, J. K.	(1911)	Superintendent	Piedmont, Mo.
Jones, Lee	(1913)	Superintendent	Appleton City, Mo.
Jones, Lucile	(1913)	H. S. Latin and English	Piedmont, Mo.
Jones, Maggie	(1913)	Teacher	Springfield, Mo.
Jones, Winifred	(1915)	Teacher	Strafford, Mo.
Judd, Sylvia	(1912)	Mrs. Lykins	Springfield, Mo.
Justis, Mabel	(1914)	Supervisor Music	Carthage, Mo.
Keeling, A. J.	(1909)	Principal Ward School	Tulsa, Okla.
Kelleher, Marie	(1908)	Principal Public School	Montana
Keller, O. P.	(1911)	Representative Macmillan Co.	Lexington, Ky.
Keller, Henrietta	(1912)	Music Assistant, Normal	Springfield, Mo.
Kelley, May	(1907)	Principal, McDaniel School	Springfield, Mo.
Kennedy, Mrs. Maud	(1913)	Teacher, High School	Peirce City, Mo.
Kidd, Emma	(1909)	Student M. S. U.	Columbia, Mo.
Kilburn, H. C.	(1912)	Ward Principal	Racine, Wis.
Kindley, Mrs. M. H.	(1915)	Domestic Science	Springfield, Mo.
King, Margaret	(1911)	Mrs. McShaffrey	Houston, Texas
Kirkpatrick, Nelle	(1910)	Principal, Allen School	Springfield, Mo.
Kite, Jessie	(1912)	Physical Training, Stephens Col.	Columbia, Mo.
Klingner, Mayme	(1910)	Teacher	Illinois
Knight, E. J.	(1912)	Superintendent Schools	Buffalo, Mo.
Knight, Harry	(1910)	Fellow, Entomology, Cornell	Ithaca, N. Y.
Knox, Ethel	(1911)	Mrs. Wm. Melcher	Colorado
Kuhn, Ruby	(1913)	Primary Teacher	Springfield, Mo.
Kurre, Maude	(1914)	Teacher	Idaho
Lair, Mary Jane	(1915)	Teacher	Arizona
Lampe, Jennie	(1914)	Grade Teacher	Springfield, Mo.
Langsford, Margaret	(1911)	Teacher	Kansas City, Mo.
Lanier, Ethel	(1910)	Latin, High School	Marshall, Tex.
Lareau, Addie	(1914)	Home	Texas County
Law, Thaddeus	(1913)	H. S. Teacher	Amsterdam, Mo.
Lee, Mary	(1910)	Mrs. Will Beck	Winslow, Ariz.
Lee, W. B.	(1910)	Representative Welch Co.	Springfield, Mo.
Lenox, E. H.	(1913)	Supt. Public Schools	Jenks, Okla.
Lewis, B. P.	(1909)	Supt. Public Schools	Stilwell, Okla.

Lewis, Lola	(1914)	Mrs. R. C. Reynolds	Corby, Wash.
Lieurance, Alice	(1910)	High School, Latin	Roswell, N. M.
List, L. M.	(1912)	Superintendent Schools	Harrisonville, Mo.
Little, Alice	(1914)	Teacher	Greene County
Little, Etta	(1907)	High School, Science	Williams, Minn.
Livermore, Bessie K.	(1915)	Teacher	Joplin, Mo.
Livingston, Anna	(1914)	Home	Kansas City, Mo.
Lloyd, Bernice	(1914)	High School English	Neosho, Mo.
Longman, Allene	(1915)	Teacher	Aurora, Mo.
Longman, Florence	(1914)	Grade Teacher	Okmulgee, Okla.
Lord, Letta	(1913)	Grade Teacher	Springfield, Mo.
Love, Mrs. Robert	(1914)	Home	Springfield, Mo.
Lykins, Martha	(1912)	Mrs. Frank Padgitt	Winslow, Ariz.
McAdoo, Mrs. Mollie	(1909)	Prin. Bailey School	Springfield, Mo.
McCafferty, Estella	(1910)	Teacher	Kansas City, Mo.
McClanahan, Chas.	(1914)	Business	Springfield, Mo.
McCluney, Helen	(1914)	Primary	Tulsa, Okla.
McClure, Mabel	(1913)	Teacher	Lamar
McCombs, C. A.	(1913)	H. S. Principal	Walnut Grove, Mo.
McCracken, C. H.	(1908)	Business	Washington
McCroskey, C. W.	(1907)	Superintendent Schools	Greene County, Mo.
McCroskey, F. F.	(1914)	Superintendent Schools	Maitland, Mo.
McCutchin, Vera	(1911)	Teacher Pickwick School	Springfield, Mo.
McDonald, Malinda	(1913)	Student, M. S. U.	Columbia, Mo.
McGee, L. K.	(1908)	Teacher	Montana
McGownd, Matilda	(1909)	Physical Training Teacher	Kansas City, Mo.
McGuffin, Rachel	(1911)	Mrs. J. Fred Reeves	Clifton, Ariz.
McIntire, Don	(1914)	Student, M. S. U.	Columbia, Mo.
McIntosh, J. A.	(1913)	Student, M. S. U.	Columbia, Mo.
McKenna, Teresa	(1914)	High School English	Butler, Mo.
McLain, R. Ellis	(1907)	High School Teacher	Joplin, Mo.
McLean, Natalie	(1914)	Teacher, Domestic Science	Springfield, Mo.
McNatt, Ora	(1908)	Principal Consolidated School	Barry County
McNatt, Lyda	(1912)	Teacher	Aurora, Mo.
Mack, Georgia	(1915)	Home	Springfield, Mo.
Maddox, Stella	(1912)	Student M. S. U.	Columbia, Mo.
Marquis, Harry	(1913)	Student, Damrosch Conservatory	New York City
Marsh, Karl	(1913)	Teacher	Taney County
Marshall, Edith	(1914)	Teacher Tr. H. S.	Oregon, Mo.
Marshall, Grace	(1909)	Teacher Public School	Phoenix, Ariz.
Marshall, Jewell	(1914)	Mrs. Campbell	Nogales, Ariz.
Martin, Fred F.	(1908)	Teacher High School	California
Mason, Tina	(1909)	Teacher High School	Centralia, Mo.
Masters, Elsie	(1914)	Grade Teacher	Springfield, Mo.
Masterson, W. G.	(1907)	Superintendent Public Schools	Vinita, Okla.
Meinecke, Bertha	(1915)	Teacher	Fair View, Mo.
Mellor, Martha	(1913)	Mrs. Luther Adamson	Kansas City, Mo.
Mercer, Coral F.	(1907)	Superintendent Public Schools	Gem, Idaho
Mericle, Oscar R.	(1907)	High School Manual Training	Webb City, Mo.
Miller, Allene	(1913)	Grade Teacher	Joplin, Mo.
Miller, Bessie	(1914)	Grade Teacher	Springfield, Mo.
Miller, Ina	(1914)	Teacher	New Mexico
Miller, May	(1909)	Mrs. J. F. Hurst	Stotts City, Mo.
Miller, Ollie	(1914)	Teacher	Springfield, Mo.
Miller, Pauline	(1910)	Mrs. Otis Burton	McKeesport, Pa.
Miller, J. F.	(1912)	Teacher	Greene County
Minard, Mary Belle	(1915)	Teacher	Springfield, Mo.
Minard, Ruth	(1914)	Grade Teacher	St. Louis, Mo.
Misener, Victor E.	(1910)	Superintendent Schools	Columbia Falls, Mont.
Mitchell, Ethel	(1909)	Mrs. Frammell	Thayer, Mo.
Mitchell, Genevieve	(1915)	Teacher	Springfield, Mo.
Mitchell, G. F.	(1912)	Principal High School	Chickasha, Okla.

Mitchell, Grace	(1913)	Mrs. Heard	Ozark, Mo.
Mitchell, Willie May	(1915)	Teacher	Douglas, Ariz.
Mooney, Nelle	(1914)	Principal Fairbanks School	Springfield, Mo.
Moore, Ada Ellen	(1909)	Teacher Public School	Webster Groves, Mo.
Moore, Harry	(1907)	County Superintendent	Lawrence County
Moore, Luella	(1909)	Mrs. Glenn Raper	Tulsa, Okla.
Moore, Mary	(1908)	High School English	Seymour, Mo.
Moore, Nora	(1914)	High School Teacher	Montana
Moorhouse, T. J.	(1915)	County Superintendent	Douglas County
Morgan, Florence	(1914)	Mrs. Allen Cage	Waynesville, Mo.
Morris, Allie	(1913)	Grade Teacher	Mountain Grove, Mo.
Mote, J. H. H.	(1913)	Extension Work M. S. U.	Columbia, Mo.
Mott, Hugh	(1913)	Business	Carthage, Mo.
Munford, Anna	(1915)	Teacher	Novinger, Mo.
Murray, Ethel	(1915)	Teacher	Montana
Musgrave, Mae	(1914)	Primary Teacher	Springfield, Mo.
Naegler, Frieda	(1913)	Teacher	Springfield, Mo.
Napper, Amy	(1909)	High School Mathematics	Brookfield, Mo.
Napper, Eugene	(1910)	High School Teacher	Vandalia, Mo.
Neale, Annice	(1908)	High School Latin	Greenfield, Mo.
Nerud, Lidmilla	(1911)	Teacher	Springfield, Mo.
New, Mrs. Edna B.	(1915)	Home	Bois D'Arc, Mo.
Newberry, Mayme	(1909)	Teacher	Kirkland, Texas
Newcomb, E. H.	(1911)	Superintendent Public Schools	Neosho, Mo.
Newcomb, R. S.	(1912)	Superintendent	
Newkirk, Mina	(1915)	Teacher	South Greenfield, Mo.
Newton, Essie	(1914)	History and English, H. S.	Ava, Mo.
Nickell, Lena	(1915)	Teacher	Joplin, Mo.
Nixon, Louise	(1910)	History, Normal School	Springfield, Mo.
Noyes, Ormal	(1914)	Grade Teacher	Safford, Ariz.
O'Day, Ernestine	(1914)	Home	Springfield, Mo.
Okes, Alpha	(1910)	Mrs. E. W. Terry	Vilander, Mo.
Oliver, J. A.	(1912)	Principal Public School	Dewar, Okla.
Osborne, Chloe	(1914)	High School History	Mountain Grove, Mo.
Osborne, Mona	(1915)	Mrs. Haden	Springfield, Mo.
Page, William	(1907)	Principal Public School	Edgerton, Mo.
Palmer, Grace	(1910)	Assistant Librarian, N. S.	Springfield, Mo.
Papineau, L. A.	(1911)	Teacher	Texas
Papineau, Turah	(1910)	H. S. English and Latin	Richland, Mo.
Park, Alzoa	(1914)	Teacher	Parkman, Wyoming
Parr, Gertrude	(1915)	Teacher	Peirce City, Mo.
Patrick, Ruth	(1910)	Teacher	Bowling Green, Mo.
Paxton, Lillian	(1910)	High School History	Peirce City, Mo.
Payne, J. O.	(1913)	Superintendent	Licking, Mo.
Payne, M. A.	(1914)	Principal School	Whittier, Calif.
Peart, Lucy	(1914)	Grade Teacher	Webb City, Mo.
Peiffer, Elizabeth	(1914)	Grade Teacher	Carthage, Mo.
Pepperdine, Grace	(1912)	High School English	Springfield, Mo.
Perry, Lydia	(1910)	High School English	Joplin, Mo.
Perry, Margaret	(1910)	Primary Teacher	Boise, Idaho
Peterson, Fannie	(1914)	Grade Teacher	Springfield, Mo.
Peterson, Ida	(1915)	Teacher	Springfield, Mo.
Phelps, Kesler	(1914)	High School Principal	Neosho, Mo.
Phelps, Shelton J.	(1911)	Assistant Mathematics, N. S.	Springfield, Mo.
Philbrook, Florence	(1909)	High School Latin	Lebanon, Mo.
Phillips, Ida	(1914)	Mrs. D. D. Anthony	Springfield, Mo.
Phillips, Wm. A.	(1915)	Student	Springfield, Mo.
Ping, J. J.	(1907)	Superintendent Public Schools	Wyoming
Pitman, Alice	(1908)	Mrs. Fred Barbee	Buffalo, Mo.
Pitman, Alice	(1915)	Teacher	Phillipsburg, Mo.
Porter, Helen	(1912)	Mrs. Leo L. V. Pile	Joplin, Mo.
Potter, Mabel	(1910)	High School Mathematics	Miami, Okla.

Prater, Tressa	(1913)	Home	Springfield, Mo.
Preston, Moreland	(1915)	Teacher	Springfield, Mo.
Probert, Ethel	(1914)	Teacher	Jasper County
Pruess, Doris	(1915)	Teacher	Springfield, Mo.
Pummill, J. E.	(1913)	High School Principal	Linn Creek, Mo.
Pummill, J. G.	(1909)	Supt. Public Schools	Seneca, Mo.
Pummill, L. E.	(1912)	Supt. Public Schools	Seymour, Mo.
Purkhiser, Callie	(1914)	Home	Webb City, Mo.
Putnam, Hazel	(1914)	Primary Teacher	Riverside, Mont.
Pyland, Vernon	(1915)	Teacher	Ashland, Ore.
Pyle, Madge	(1911)	Primary Teacher	Stockton, Mo.
Rader, Theo	(1914)	Teacher	Nashville, Mo.
Ragland, Jessie	(1915)	Teacher	Shawnee, Okla.
Ray, Elgin	(1913)	High School Latin	Lockwood, Mo.
Redding, Nelle	(1914)	Home	Webb City, Mo.
Reese, Lora	(1915)	Teacher	Cassville, Mo.
Reeves, Cassie	(1912)	Teacher	Springfield, Mo.
Renfrow, T. O.	(1911)	Supt. Public Schools	Reedley, Calif.
Renn, Oscar	(1914)	Principal	Summersville, Mo.
Renshaw, Bessie	(1913)	Deceased	
Rex, Mrs. Anna V.	(1914)	Primary Teacher	Jasper, Mo.
Rice, Du Fay R.	(1907)	Business	Boston
Rice, W. R.	(1915)	Superintendent Schools	Republic, Mo.
Richards, Bruce D.	(1912)	High School Manual Training	Carthage, Mo.
Richardson, Georgia	(1911)	Teacher	Webb City, Mo.
Riley, Fay	(1915)	Home	West Plains, Mo.
Ritter, Bernice	(1914)	Teacher	Pulaski County
Roberts, Muriel	(1912)	Teacher	Poplar Bluff, Mo.
Robertson, Mae	(1911)	Mrs. Schwieder	Springfield, Mo.
Robinette, Ann	(1914)	Teacher	Walnut Ridge, Ark.
Robins, Elda	(1915)	Teacher High School	Bethany, Mo.
Robins, Minerva	(1913)	Teacher	Texas
Robinson, Mrs. Harry	(1915)	Home	Aurora, Mo.
Robinson, Clara	(1913)	Teacher	California
Rogers, Mrs. C. D.	(1912)	Primary Teacher	Springfield, Mo.
Rogers, Jessie	(1914)	Home	Springfield, Mo.
Roley, Mabel	(1914)	Grade Teacher	Joplin, Mo.
Rominger, Adah	(1913)	Mrs. R. Likins	Springfield, Mo.
Roper, Lovisa	(1914)	Primary Teacher	Burley, Idaho
Roper, Nora	(1914)	Grade Teacher	Springfield, Mo.
Ross, Alberta	(1908)	High School History	Springfield, Mo.
Ross, Alma	(1913)	Teacher	Winslow, Ariz.
Ross, Audra	(1914)	Grade Teacher	Morrilton, Ark.
Ruberson, Ben	(1912)	Principal H. S.	Tarkio, Mo.
Russell, Thos. A.	(1908)	Ward School Principal	Long Beach, Calif.
Russum, Elizabeth	(1909)	High School Science	Darlington, Idaho
Rutledge, Nelle	(1908)	High School Mathematics	Joplin, Mo.
Ruyle, Walter	(1914)	Supt. Public Schools	Morrisville, Mo.
Ryan, George P.	(1911)	Principal Weaver School	Springfield, Mo.
Sanders, Clytie	(1915)	Teacher	Springfield, Mo.
Sanders, Maude	(1914)	Teacher	Greene County
Sayler, J. L.	(1914)	Supt. Public Schools	Sarcoxie, Mo.
Schmitt, Blanche	(1914)	Grade Teacher	Springfield, Mo.
Schnurbusch, Leo	(1911)	Letter Carrier	Springfield, Mo.
Scholten, Neva	(1910)	Teacher Phelps School	Springfield, Mo.
Sechler, Earl	(1911)	Student Drury College	Springfield, Mo.
Sechler, Iva	(1910)	Primary Teacher	Filer, Ida.
Sedgewick, Josephine	(1907)	Mrs. J. B. Brown	Silex, Mo.
Shackelford, Emma	(1912)	High School Principal	Sweet Springs, Mo.
Shaw, Elsie	(1912)	Teacher	McAlister, Okla.
Sherman, C. F.	(1910)	Principal Public School	Hughesville, Mo.
Sherwood, Gladys	(1912)	High School	Springfield, Mo.

Siebs, A. H.	(1915)	H. S. Teacher	Piedmont, Mo.
Silsby, Flora	(1909)	Mrs. Harry Hornbeak	Springfield, Mo.
Silsby, Susie	(1907)	Teacher Public School	St. Louis, Mo.
Simmerman, Bess	(1914)	Grade Teacher	Springfield, Mo.
Simmons, Chas. H.	(1907)	Supt. Public Schools	Mountain Grove, Mo.
Simmons, Charles	(1912)	Teacher	Washington
Simmons, Leona	(1913)	Principal Bowerman School	Springfield, Mo.
Slater, Nina K.	(1908)	Principal Ward School	Sedalia, Mo.
Slavens, Wylma	(1913)	Teacher	Springfield, Mo.
Smith, Anna V.	(1914)	Teacher	Marshall, Mo.
Smith, Florence	(1913)	Mrs. Stacey	Springfield, Mo.
Smith, George	(1908)	Lawyer	Malden, Mo.
Smith, W. S.	(1912)	Superintendent Schools	Marshfield, Mo.
Smythe, Meta C.	(1913)	Home	Springfield, Mo.
Snead, Nellie	(1912)	High School English	Nehama, Neb.
Snodgrass, Cora	(1909)	Student, Chicago University	Chicago, Ill.
Sohns, Rosalind	(1913)	Primary Teacher	Laramie, Wyo.
Speaker, Beulah	(1914)	Teacher	Bois D'Arc, Mo.
Speaker, Lawrence	(1913)	H. S. Science	Republic, Mo.
Speaker, Mrs. L.	(1914)	Teacher	Republic
Spencer, Etta	(1915)	Mrs. T. E. Hayes	Forsythe, Mo.
Spriggs, Irma	(1907)	English, (State Normal)	Ada, Okla.
Springer, Mary	(1911)	Married	Texas
Starrett, Albertine	(1912)	Teacher	New Mexico
Stegner, Emma	(1914)	Grade Teacher	Boonville, Mo.
Stephens, Elizabeth	(1910)	Teacher	Washington
Stephens, Grace	(1912)	Teacher	New Mexico
Stephens, Omar	(1910)	Teacher	Kansas
Stephenson, D. A.	(1912)	Principal Ward School	Missoula, Mont.
Stephenson, W. S.	(1912)	Lawyer	Belgrade, Mont.
Stevens, Estella	(1913)	Home	Windsor, Mo.
Stinnett, Mayme L.	(1910)	Primary Teacher	Webb City, Mo.
Stone, Mabel	(1908)	Teacher	Springfield, Mo.
Stone, Pearl	(1908)	Teacher	Bellingham, Wash.
Stone, Ruby C.	(1915)	Teacher	Horseshoe Bend, Ida.
Story, Hazel	(1914)	Home	Springfield, Mo.
Stovall, Grace	(1913)	Primary Teacher	Webster County
Sullivan, Mrs. J. W.	(1915)	Teacher, H. S.	Urich, Mo.
Sullivan, Roy	(1914)	Principal School	Koshkonong, Mo.
Sullivan, Mrs. Roy	(1914)	Home	Koshkonong, Mo.
Tayloe, Wm. L.	(1913)	Student	University
Taylor, B. A.	(1912)	Teacher, H. S.	Red Lodge, Mont.
Taylor, Clyde	(1914)	Teacher	Custer, Montana
Taylor, Cora B.	(1908)	Home	Washington
Terry, E. W.	(1910)	Teacher	Vilander, Mo.
Terry, Ethel L.	(1911)	Teacher	St. Louis, Mo.
Teter, Lucille	(1914)	Teacher	Joplin, Mo.
Teter, Myrtle	(1913)	Teacher Training	Marionville, Mo.
Tharp, Myrtle	(1914)	Teacher	Springfield, Mo.
Tharp, Rose	(1910)	Mrs. Aldine	Austin, Texas
Thom, Bertha E.	(1907)	Teacher	St. Louis, Mo.
Thomas, Bessie	(1909)	High School German	Webb City, Mo.
Thomas, Ethel	(1913)	Teacher	Douglas, Ariz.
Thomas, Lester	(1914)	Principal Schools	Mackay, Idaho
Thompson, Edith	(1908)	Teacher	Lamar, Mo.
Thompson, Eva	(1914)	Teacher	Oklahoma
Thralls, Zoe	(1913)	Home	Webb City, Mo.
Tibbs, Nellie	(1910)	Mrs. W. A. Williams	Portland, Ore.
Tiffany, Roice	(1914)	Manual Training	Richmond, Mo.
Tracey, Nannie	(1908)	Principal Phelps School	Springfield, Mo.
Troy, Carrie Lee	(1915)	Teacher	Peirce City, Mo.
Tuck, Logan P.	(1913)	H. S. Teacher	Ash Grove, Mo.

Tuck, Mrs. Virginia	(1913)	H. S. Principal	Lincolnville, Okla.
Turner, Margie	(1914)	Teacher	Lawrence County
Turrentine, R. J.	(1907)	Professor History	Stanford, Texas
Tygart, Clara	(1915)	Teacher	Richland, Mo.
Underwood, Hugh	(1909)	Student M. S. U.	Columbia, Mo.
VanBuskirk, Luther	(1912)	H. S. Teacher	Belgrade, Mont.
Van Hoose, Lou	(1915)	Teacher	Springfield, Mo.
Van Matre, Grace	(1908)	Mrs. A. C. Wallace	Miami, Okla.
Van Winkle, Daisy	(1912)	Primary Teacher	Springfield, Mo.
Valette, Ruth	(1913)	Mrs. Edgar Thomas	Springfield, Mo.
Veerkamp, Fern	(1907)	Teacher Training	Monett, Mo.
Votaw, David	(1914)	H. S. Principal	Ava, Mo.
Wade, Isabel	(1915)	Teacher	Joplin, Mo.
Wakeman, Maud	(1913)	Primary Teacher	Springfield, Mo.
Walker, Ethel	(1912)	Teacher	Springfield, Mo.
Walker, T. J.	(1911)	History, Normal School	Springfield, Mo.
Wammack, Pearl	(1912)	H. S. English	Thayer, Mo.
Waterstripe, Clara	(1912)	Mrs. H. T. Newlon	Columbia, Mo.
Watkinson, Isabel	(1914)	Teacher	Billings, Mo.
Watson, E. E.	(1915)	Teacher	Billings, Mo.
Weatherford, Ida	(1914)	Grade Teacher	Joplin, Mo.
Welch, Ira	(1913)	Superintendent Schools	Conway, Mo.
Wells, Alma	(1909)	Mrs. Hinton	Texas County
Wells, Bertha	(1910)	Latin, Normal School	Springfield, Mo.
Wells, Carolyn	(1914)	Mrs. Harry Lawing	Indianapolis, Ind.
Whelchel, Carrie	(1914)	Teacher	Oklahoma
Whillock, Bertha	(1910)	Teacher	Winslow, Ariz.
Whittaker, Leona	(1908)	Teacher	Springfield, Mo.
White, Frankie	(1910)	Teacher Drury Academy	Springfield, Mo.
White, James H.	(1909)	Agent	Kansas City, Mo.
White, Paul	(1913)	Superintendent Schools	Morrisville, Mo.
Whitlock Jessie,	(1913)	Teacher Bailey School	Springfield, Mo.
Wild, Emma	(1914)	Teacher	Lawrence County, Mo.
Wilkins, F. C.	(1913)	Superintendent	Jasper, Mo.
Williams. Edith	(1914)	Teacher	Sapulpa, Okla.
Williams, Marcia	(1912)	Teacher	St. Louis, Mo.
Williams, Virginia	(1914)	Grade Teacher	Kansas City, Mo.
Wills, Mrs. Clara	(1915)	Teacher Training	Marshfield, Mo.
Wills, Lorene	(1914)	Teacher	Festus, Mo.
Wilson, Dora	(1910)	Supervisor Domestic Science	Oshkosh, Wis.
Wilson, E. C.	(1909)	Librarian, Normal School	Ada, Okla.
Wilson, Gertrude	(1910)	Teacher McGregor School	Springfield, Mo.
Wilson, Ina	(1913)	Teacher	Winona, Mo.
Wilson, Ira	(1914)	Superintendent Schools	Cassville, Mo.
Wilson, Mrs. J. A.	(1915)	Teacher	Amoret, Mo.
Wilson, Lottie	(1913)	Teacher	Springfield, Mo.
Wilson, Louise	(1913)	Grade Teacher	Liberal, Kan.
Winters, Katherine	(1913)	Teacher	Webb City, Mo.
Wood, Edna	(1914)	Teacher	Springfield, Mo.
Wood, Gertrude	(1915)	Teacher	Springfield, Mo.
Wood, Vesta	(1914)	Teacher	Carthage, Mo.
Woods, Mary	(1909)	English, Normal School	Springfield, Mo.
Woods, Sadie	(1912)	H. S. Teacher	Bethany, Mo.
Woody, Onita	(1911)	English, Latin	Missouri
Workman, Pearl	(1914)	Teacher	Springfield, Mo.
Wright, Ena Mae	(1914)	Teacher	Springfield, Mo.
Wright, Grace	(1915)	Teacher	Warrensburg, Mo.
Wright, Nettie M.	(1907)	Mrs. W. G. Masterson	Vinita, Okla.
Wrinkle, Herbert E.	(1915)	H. S. Principal	Welch, Okla.
Wygal, Winnifred	(1907)	Secretary Y. W. C. A.	University of Nevada
Yoder, Georgene	(1914)	Grade Teacher	Springfield, Mo.
Young, Emma	(1912)	Home	Greene County

Youngblood, Chloe	(1913)	Grade Teacher	Republic, Mo.
Youngblood, Grace	(1913)	Primary Teacher	Republic, Mo.
Yentsch, Della	(1913)	Primary Teacher	Mount Vernon, Mo.
Yowell, Stella	(1913)	Primary Teacher	Springfield, Mo.
Zimmerman, Chloe	(1914)	Teacher	

GRADUATES IN MUSIC.

Ball, Alva	(1914)	Mrs. John King	Fayetteville, Ark.
Dunaway, Margaret	(1913)	Teacher	Roswell, N. Mex.
Hibler, Edith	(1911)	Mrs. W. W. Tuttle	Springfield, Mo.
Jones, Laura	(1912)	Music, Public Schools	Ozark, Mo.
Keller, Henrietta	(1912)	Music Ass't, Normal School	Springfield, Mo.
Kelley, Erma Laurine	(1914)	Mrs. Kenneth Parlour	Marshall, Okla.
Kucker, Bunola	(1912)	Music, Public Schools	Springfield, Mo.
Lawing, Mrs. E. O.	(1907)	Concert Artist	Riverside, Chicago
Lykins, Martha	(1911)	Mrs. Frank Padgitt	Winslow, Ariz.
Miller, May	(1911)	Mrs. J. F. Hurst	Stotts City, Mo.
Padgitt, Bissell	(1915)	Teacher of Music	Springfield, Mo.
Preston, Moreland	(1914)	Teacher	Springfield, Mo.
Reeves, Cassie	(1912)	Music Supervisor	Tulsa, Okla.
Sayers, Margaret	(1915)	Teacher of Music	Rogersville, Mo.
Swanger, Eva	(1911)	Mrs. John Smith	Elko, Nevada
Thomas, Ethel	(1912)	High School	Douglas, Ariz.
Wells, Lula	(1910)	Mrs. W. B. White	Springfield, Mo.

GRADUATES, 1916

CANDIDATES FOR DEGREE OF BACHELOR OF SCIENCE IN EDUCATION, 120 HOURS.

Campbell, Marshall.....Greenville, Mo.
Eastburn, L. A.....Richland, Mo.
Foster, W. Y.....Springfield, Mo.
Hylton, J. A.....Thayer, Mo.
Johnson, Lenora.....Fayetteville, Ark.
Sherman, C. F.....Hughesville, Mo.
Siebs, A. H.....Piedmont, Mo.
Wilkins, F. C.....Jasper, Mo.
Walker, T. J.....Springfield, Mo.

CANDIDATES FOR DIPLOMA FOR HIGH SCHOOL TEACHING, 90 HOURS.

Bousman, O. S.....Gentry, Mo.
Cowden, Alberta.....Springfield, Mo.
Day, Ruth.....Sparta, Mo.
Farmer, C. W.....Morrisville, Mo.
Fike, Ellen.....Crocker, Mo.
Forbes, Mildred.....Armstrong, Mo.
Galbraith, Lester....Eldorado Springs, Mo.
Garrett, Constance.....Springfield, Mo.
Greer, Earl.....Nash, Okla.
Johnson, Eva.....Fayetteville, Ark.
Jadwin, W. E.....Cabool, Mo.
Lhamon, Candace.....Springfield, Mo.
McCandless, Shirley.....Springfield, Mo.
Meinecke, Bertha.....West Plains, Mo.
McCombs, C. A.....Walnut Grove, Mo.
Mileham, Hazel.....Jackson, Mo.
Sayler, Jean.....Sarcoxie, Mo.
Smith, Winifred .....Chillicothe, Mo.
Speaker, L. M.....Republic, Mo.
Thomas, Oscar.....Springfield, Mo.
White, Raymond.....Waynesville, Mo.
Wills, Mrs. Clara.....Marshfield, Mo.

CANDIDATES FOR DIPLOMA FOR ELEMENTARY TEACHING, 60 HOURS.

Adams, Horace W.....Buffalo, Mo.
Anderson, Lola.....Morrisville, Mo.
Anthony, Eugenia.....Fredericktown, Mo.
Atteberry, Sylvia.....Webb City, Mo.
Baker, W. H.....Pineville, Mo.
Barnes, W. C.....Monrovia, Calif.
Beckham, Ada.....Springfield, Mo.
Blanchard, Ola.....Mountain Grove, Mo.
Blevans, Minnie.....Vernon Co.
Boyd, Paul .....Springfield, Mo.
Boyd, Lurah.....Salem, Mo.
Bradshaw, Oscar..... Springfield, Mo.
Bryan, Nona.....Lebanon, Mo.
Bryan, Ruth.....Springfield, Mo.
Burgess, Grace.....Carl Junction, Mo.
Cameron, Grace.....Licking, Mo.
Cartwright, Benj. A.....Wheaton, Mo.
Carter, Rachel.....Buffalo, Mo.
Coffman, Ida.....Lebanon, Mo.
Corbett, Reba.....Springfield, Mo.
Chrysty, Myrtle..... Carterville, Mo.
Cullers, Kate.....Rocky Comfort, Mo.
Currin, Erma.....Golden City, Mo.
Davis, Marye.....St. Louis, Mo.
Davis, W. R.....Salem, Mo.
Dawe, Mae.....Dixon, Mo.
Dulin, Bertha May.....Springfield, Mo.
East, Myrtle.....Rolla, Mo.
Engle, Alice.....Springfield, Mo.
Evans, Lawrence.....Lockwood, Mo.
Ewing, Leota.....Creighton, Mo.
Farmer, Vesta.....Springfield, Mo.
Faulkner, Bernice.....Marionville, Mo.
Fausel, Jessie..... Springfield, Mo.
Fink, Lucile.....Bloomfield, Mo.
Galbraith, E. L.....Eldorado Springs, Mo.
Gillan, Mabel.....Monteer, Mo.
Gold, Ernest.....Diamond, Mo.
Hansford, Geo. M.....Stockton, Mo.
Harris, Alma.....Lebanon, Mo.
Harrison, Katheryn.....Vilander, Mo.
Haworth, C. J.....Hartville, Mo.
Hicks, Netta.....Plato, Mo.
Highfill, F. J.....Marshfield, Mo.
Hillhouse, Glenn .....Verona, Mo.
Hoshaw, Dayse.....Mt. Vernon, Mo.
Ingraham, Jessie.....Springfield, Mo.
Irvin, Helen.....Springfield, Mo.
Jackson, Fay.....Hartville, Mo.
Johnson, Inez.....Joplin, Mo.
Johnson, Macie.....Kerbyville, Mo.
Jones, Leona.....Springfield, Mo.
Kaufman, Hazel.....Joplin, Mo.
Keel, Minnie Lee.....Richmond, Mo.
Keller, Gertrude.....Mountain Grove, Mo.
Knight, L. G.....Joplin, Mo.

Law, Irene.....Springfield, Mo.
Lemmon, Ellasue.....Springfield, Mo.
Lindsey, Mrs. Grace.....Marionville, Mo.
Lisenby, Abbie.....Springfield, Mo.
Long, Lotta.....Houston, Mo.
Longacre, May.....Joplin, Mo.
Madding, T. E.....Vernon Co.
McCorkle, Flora.....Springfield, Mo.
Miller, Ira.....Buffalo, Mo.
Miller, Minnie.....Lebanon, Mo.
Mitchell, Alberta.....Springfield, Mo.
Mitchell, Maurine.....Morrisville, Mo.
Morrow, Harold.....Springfield, Mo.
Morrow, Mildred .....Springfield, Mo.
Olinger, Grace.....Buffalo, Mo.
Pugh, Winnie.....Mt. Vernon, Mo.
Raabe, Gertrude.....Springfield, Mo.
Rand, Lulu.....Fair Play, Mo.
Remington, Florence.....Springfield, Mo.
Richardson, Zida.....Peirce City, Mo.
Robb, Bentley.....Rogersville, Mo.
Rogers, Aden.....Springfield, Mo.
Rolle, Mabel.....Mountain Grove, Mo.
Rutherford, Pearl.....Stotts City, Mo.
Schmitt, Eunice.....Springfield, Mo.
Seymour, Mrs. Mary.....Springfield, Mo.
Shryock, Flora.....Peirce City, Mo.
Simon, Gladys.....Mountain Grove, Mo.
Smith, Eunice.....Chillicothe, Mo.
Smith, Gladys.....Chillicothe, Mo.
Smoot, Viola.....Jasper, Mo.
Stevens, Ethel M.....Branson, Mo.
Stevens, L. Ethel.....Joplin, Mo.
Stone, Ella.....Springfield, Mo.
Stuckey, Eugenia.....Carthage, Mo.
Sullivan, J. C.....Rogersville, Mo.
Thompson, Pearl..... Deepwater, Mo.
Wakefield, Nellie.....Carthage, Mo.
Watson, Eddie.....Niangua, Mo.
Wear, Madeline.....Springfield, Mo.
Wensel, Mabel.....Ava, Mo.
Wheeler, Olga.....Carterville, Mo.
Wiley, Bernice.....Diamond, Mo.
Woods, Emma.....Mt. Vernon, Mo.
Wooldridge, Willa.....Lockwood, Mo.

CANDIDATES FOR REGENTS' CERTIFICATE, 30 HOURS.

Adams, Velma
Anable, Nanette
Anderson, Amy
Appleman, Olga

Bagby, Ella
Bailey, Gladys
Barrett, Winifred
Beagle, Leona
Bernard, Helen
Bircher, Mary
Bowlin, Eunice
Boze, Lucile
Brenton, Samuel
Brown, Atlantic
Brown, Hazel
Brown, Margaret
Brown, Miriam
Brownfield, E. N.
Buford, Jewell
Budd, Grace
Burney, Blanche
Burney, Myrtle

Cain, Elsie
Carter, Vinnie
Case, Ethel
Case, Hazel
Chambliss, Isabel
Cheek, Ralph
Cobb, Auda
Cock, Jewell
Coon, Wendell
Cowan, Mary Jane
Criswell, Carl L.
Cross, Ruby
Cummins, Pauline
Currin, Zelma

Daniel, Adah
Davis, Clara
DeBrosse, Grace
Doms, Joseph
Dotter, Dorothy
Douthitt, Ina
Dowell, Lottie
Duncan, Dorothy

Edmonson, Ernest
Elliff, Rowan
Ellis, Veril
Ellyson, Goldie

Faulkner, Vera
Finley, Ethel
Flora, Ina
Freyer, Bertha M.

Gammon, Mildred
Georgens, Beulah
Gilmer, Alta

Hargis, Mildred
Harlow, Bess
Harris, Vera
Harrison, Ruth
Hastin, Mrs. Ethel
Hawkins, Armel
Hays, Gladys
Heald, Daisy
Henson, Kathryn
Hetz, Florence

Inman, Bessie

James, Myrtle
Jenner, Gertrude
Jobson, Alice
Jobson, Olivia
Johnson, Jewell
Johnson, Ruth
Johnston, Flossie Foster
Johnston, Ollie
Jones, Ione
Jones, Zella
Justis, Esther

Kastendieck, Katherine
Kerby, Dora
Kuhn, Irene

Leith, Amy
Letson, Harriet

McKenna, Ellen
McNerney, Bernice

Meredith, Lillian
Messick, Jennie
Mitchell, Edith
Monteer, Lucile
Morris, Cora E.

Nerud, Rose
Nesbitt, Hope

Ollis, Irene
Ollis, Mildred
O'Rourke, Ariel

Penland, Virginia
Pentzer, Deborah
Pike, Virginia L.
Polston, Oren
Price, Mary E.

Raney, Will
Ralph, Glenn
Rippee, Rinda
Robins, Horace
Rogers, Rose
Roley, Jessie Lee
Roop, Cora
Roselle, Elizabeth

Scott, Nellie
Scrivener, Irene
Seabourn, Joy
Shannon, Lela
Shaw, Rose
Smith, Mrs. Mabel
Steger, Mary
Stone, Joyce
Swope, Edna
Syfan, Elizabeth

Teter, Ruby
Tiffany, Harriett
Tillery, Corlia

Urschel, Anna

Wade, Ada
Warren, Ruth
Watts, Alice
Watson, Adrian
Weidman, Ruby
Wells, Harry
Wilson, Cora E.
Wise, Mrs. Lucile Harrison
Wood, Sylvia
Woodbury, Katherine
Wright, Ben
Wright, Nora
Wyant, Florence

CANDIDATES FOR RURAL CERTIFICATE.

Adams, Dot
Aldridge, Ella
Arnold, James
Arnold, Ruth

Benintendi, Anna
Bennett, Winnie
Bishop, Gaynel
Bishard, Lydia
Boeger, Clara
Boettler, Vera
Boze, Grace
Bradshaw, Ruth
Branson, Sallie
Brock, Nina
Brown, Lola
Brown, W. M.
Beck, Hetty
Brownfield, Mrs. E. M.
Bruffett, Fay
Burbanks, Lillian
Burnett, Lulu
Bustrin, Eunice

Caldwell, Ethel
Carney, C. W.
Carrick, Horace
Christeson, Charles
Collet, Pearl
Coombs, Eleanor
Cox, Alice
Cox, Henry T.

Davidson, Helen Joyce

Elliston, Leta
Estes, Grace

Flett, Maude

Gardner, John

Handley, Lillian
Hanshaw, V. M.
Hartley, Willa
Hayes, Matilda
Harris, Earl
Higginbotham, Ruth
Hinkle, Sylvia
Holcomb, John W.
Holman, Vadda
Hutzel, Marie

James, Retta
Johnson, John

Kastendieck, Verda
Kenney, Esther
Kerr, Mabel
Kleeman, Hulda
Kroner, Mary Louise

McNeill, Delia

Martin, Clyde
Miller, Iva
Miller, Margaret
Miller, Nelle
Mitchell, Flossie
Morrison, D. E.
Morrison, Lona E.
Murray, James M.

Naylor, Mildred
Newcomb, V. A.
Newkirk, Laura Y.
Nichols, Alma
Nicks, Florence
Northcutt, Ophelia

Palmer, Melva
Paris, Ethelyn
Parsons, Bernice
Patterson, Troy
Pope, Frances
Prigmore, Thelma

Reynolds, Minnie
Riggs, Esther V.
Rippee, Frona
Rogers, Beth

Schmitt, Frida
Shipman, Winnie
Skouby, Charles
Stevens, Velda
Stover, Arthur E.

Thomas, Mae
Thomas, Ves. E.

Veasman, Irene
Veasman, Sarah
Vestal, John

Walden, Josie
Weatherford, Charlotte
West, Mary
White, Blanche
Williams, Mabel
Wilson, Ellis
Wilson, Jewell
Wilson, Laura

Zulauf, Chlo

STUDENTS ENROLLED 1915-1916

FROM TWENTY-TWO COUNTIES OF NORMAL SCHOOL DISTRICT NO. 4.

Barry	72	Lawrence	63
Barton	38	McDonald	54
Cedar	47	Newton	71
Christian	49	Ozark	15
Dade	47	Polk	58
Dallas	38	Stone	23
Douglas	20	Taney	30
Greene, County	115	Texas	89
Greene, Springfield	386	Vernon	22
Howell	79	Webster	81
Jasper	149	Wright	109
Laclede	56		
		Total	1711

FROM OTHER COUNTIES IN MISSOURI.

Andrew	2	Madison	3
Bates	12	Maries	20
Benton	2	Miller	4
Boone	4	Mississippi	1
Butler	4	Monroe	1
Camden	17	Nodaway	1
Carter	9	Oregon	26
Cass	14	Osage	7
Chariton	1	Pemiscot	2
Clay	3	Pettis	2
Clinton	1	Phelps	32
Cole	1	Pike	1
Cooper	2	Pulaski	40
Crawford	22	Ralls	1
Davies	2	Ray	4
Dent	26	Reynolds	1
Dunklin	4	Ripley	6
Franklin	6	Saline	1
Gasconade	6	Shannon	23
Harrison	5	St. Charles	2
Henry	19	St. Clair	25
Hickory	20	St. Francois	1
Howard	1	St. Louis	11
Jackson	4	Stoddard	4
Jefferson	1	Wayne	1
Lafayette	1	Worth	1
Lincoln	2		
Linn	1	Total	414
Macon	1		

FROM OTHER STATES.

Arizona	1	Kansas	5
Arkansas	18	Ohio	1
California	1	Oklahoma	18
Colorado	2	Texas	4
Indiana	2		
Iowa	2	Total	54

Number training students enrolled for year	173
Number Normal students enrolled for year	2179
Total	2352

STUDENTS ENROLLED 1915-1916

Name	County
Abram, Mabel	Jasper
Adams, Catherine	Cass
Adams, Chloe	Laclede
Adams, Dott	Laclede
Adams, Elsie	Christian
Adams, Harriet C.	Greene
Adams, Helen W.	Greene
Adams, Horace W.	Laclede
Adams, Laura	Cass
Adams, Velma L.	Laclede
Adams, Virgil C.	Macon
Adams, Winnie	Crawford
Agee, Lee	Texas
Albert, Mabel	Greene
Albright, Claude	Greene
Alden, Marietta	Greene
Aldridge, Ella	Greene
Alexander, Raycene	Dallas
Algeo, June	Dade
Allan, Ethel	Greene
Allen, Blanche	Oregon
Allen, Nolah	Greene
Allen, W. H.	Boone
Allison, Irma	Worth
Allman, Lela	McDonald
Alsup, Mabel	Webster
Althouse, Ethel	Howell
Anable, Nannette K.	Lawrence
Anderson, Bryan E.	Barton
Anderson, Dorothy E.	Greene
Anderson, Esther	Greene
Anderson, Irene	Greene
Anderson, James A.	Greene
Anderson, Leota	Vernon
Anderson, Lola	Polk
Anderson, Louise	Greene
Anderson, Tom W.	Greene
Anderson, Virgil	Miller
Andoe, Artha	Stone
Andoe, Gertrude	Stone
Andre, Lucile	Christian
Anthony, Eugenia B.	Madison
Antle, Agnes	Barry
Antle, Elsie	Barry
Appleby, Christie	Greene
Arnold, E. E.	Jackson
Arnold, Flossie	Polk
Arnold, Jas. A.	Greene
Arnold, Mabel	Polk
Arnold, Ruth	Greene
Asbury, Thelma	Greene
Ashby, Mary	Cass
Ashby, Mattie	Cass
Atkerson, Sadie	Jasper
Atkinson, Lou	Greene
Atkinson, Mrs. Victoria	Webster
Atteberry, Frankie	Jasper
Atteberry, Sylvia	Jasper
Atteberry, T. W.	Dallas
Aton, Ira	Greene
Austin, Chas.	Taney
Avery, Mentie	Wright
Babb, S. F.	Dallas
Babb, Mrs. S. F.	Dallas
Bagby, Ella	Lawrence
Bailey, Gladys	Madison
Baity, Lucile	Barry
Baker, Barney	Cedar
Baker, Carrie M.	Douglas
Baker, Dona Kathrine	Greene
Baker, Eula	Pulaski
Baker, Leslie	McDonald
Baker, Thelma	Greene
Baker, W. H.	McDonald
Baker, Mrs. W. H.	McDonald
Baker, Zora	Greene
Baldwin, Ruth L.	Newton
Ballew, Mart	Pulaski
Banks, Eleanor	Greene
Barlow, Milton	Laclede
Barnard, Chester	Greene
Barnard, Elizabeth	Greene
Barnard, Lester	Greene
Barnard, Max	Webster
Barnard, Nell	Greene
Barnes, W. C.	California
Bartling, Edna L.	Dade
Barnett, Georgia	Laclede
Barnett, Zella	Christian
Barr, Vivian	Wright
Barrett, Ruth	Greene
Baskerville, Alta	Stoddard
Bass, Elda	Greene
Bass, Lewis	Dallas
Bass, Mrs.	Greene
Bassore, Eunice	Webster
Bates, Lura M.	Webster
Bates, Mary Florence	McDonald
Bauer, Erma	Jasper
Baum, A. L.	St. Louis
Baumann, Maybelle	Greene
Baxter, May S.	Gasconade
Bay, Lewis	Howell
Bayless, Gorden	Wright
Beach, Grace	Pettis

Name	County
Beach, Mabel M.	Pettis
Beagle, Leona	Jasper
Bean, Fred	Howell
Bean, Inez	Greene
Bean, Tott	Oklahoma
Bearden, Fern	Greene
Beck, Hettie	Arkansas
Beck, Tom A.	Laclede
Becker, Gertrude E.	Jasper
Beckerdite, Mrs. Minnie	Dallas
Beckerdite, Renza	Dallas
Beckham, Ada	Barton
Bell, Howard W.	Kansas
Bell, W. B.	Laclede
Belshe, B. H.	Cole
Benintendi, Anna	Newton
Bennett, Bula	Barry
Bennett, Elsie	Christian
Bennett, Hattie	McDonald
Bennett, John W.	Taney
Bennett, Mrs. John W.	Taney
Bennett, Paul	Greene
Bennett, Winnie	Bates
Benton, Alice	Howell
Benton, May	Howell
Bergham, Frances	Christian
Bernard, Helen	Lawrence
Beutler, Sophia	Christian
Biddlecome, Florence	McDonald
Bigbee, Wilma	Greene
Bilderback, Mrs. Ethyl	Henry
Bilyen, Leonard	Miller
Bircher, Helene	Dent
Bircher, Mary	Dent
Bird, Bernard F.	Taney
Bird, Ethel	Taney
Bishard, Laura	Howell
Bishard, Lydia	Howell
Bishop, Bertha	Phelps
Bishop, Emilee	Maries
Bishop, Eula	Jackson
Bishop, Floy	Greene
Bishop, Frank, Jr.	Greene
Bishop, Gaynel	Jasper
Bishop, Hattie	Barton
Bishop, Lula Francis	Greene
Bishop, Laura	Greene
Bishop, Sherman	Maries
Bissett, William	Greene
Black, C. C.	Franklin
Black, Mrs. C. C.	Greene
Blackman, Robert	Greene
Blackwell, Natalie	Dent
Blackwell, Phyllis	Dent
Blackwell, Sherl	Webster
Blair, Clarence	Greene
Blanchard, Ola	Wright
Blankenship, Bernice	Oregon
Blankenship, Minnie	Jasper
Blevans, Minnie	Vernon
Bloys, Ollye	Lawrence
Blunk, Jessie	Ripley
Bodenhamer, Minnie	Greene
Bodenhamer, Myrtle	Greene
Boeger, Clara	Greene
Boeger, Norma	Greene
Boehmer, Louise	Greene
Bohannan, Oscar W.	Wright
Bolin, Bess	Howell
Bolinger, Maude	Boone
Boly, Stella	Butler
Bone, Guy	Wayne
Bonebrake, Jessie	Dent
Bonter, Albert	Kansas
Boone, Olive L.	St. Louis
Booth, Elsie	Dallas
Borth, Ruth	Ripley
Bortz, Ralph	Barton
Bosshardt, Alma	Greene
Boswell, R. B.	St. Clair
Boster, Ethel	Lawrence
Bougher, Floyd	Taney
Bousman, O. S.	Greene
Bowers, Lois	Greene
Bowles, Ida	Taney
Bowlin, Eunice	Wright
Bowling, Albert	Kansas
Bowman, Evah	Jasper
Bowman, Inez	Stone
Box, August H.	Osage
Boyd, Chas. C.	Oklahoma
Boyd, Lurah E.	Dent
Boyd, Paul C.	Greene
Boyd, Ruth	Greene
Boze, Grace	Jackson
Boze, Lucile	Oregon
Brackett, Stella	Texas
Bradford, Mildred	Texas
Bradford, Ruth	Barry
Bradley, Ethel	Hickory
Bradley, Impo B.	Shannon
Bradley, Minnie	Hickory
Bradly, N. T.	Henry
Bradshaw, Gail	Camden
Bradshaw, Oscar	Greene
Bradshaw, Ruth	Greene
Brakebill, Opal	Polk
Bramhall, B. E.	Wright
Bramwell, Gladys	Laclede
Brand, Katherine	Cedar
Branson, Sallie	Maries
Braun, Elsie	Greene
Brawley, Lillie	Reynolds
Braswell, Lola	Oregon
Bray, Minnie	Greene
Breakfield, Jesse H.	Laclede
Breeden, Golda	Barton
Breidenthal, Hazel	Barry
Brenton, Sam C.	Dent
Brewster, Ruth	Howell
Bridenstine, Rosa	Henry
Brightwell, J. C.	Taney

Name	County
Britzman, Clara	Texas
Britzman, Mary	Texas
Brixey, Blanche	Webster
Brock, C. E.	Dallas
Brock, Ida	Barry
Brock, Laura Mae	McDonald
Brock, Nina	Polk
Brooks, Juanita	Jasper
Brooks, Roscoe	Jasper
Brooksbank, Marvin	Greene
Brookshire, Mrs. Mae	Shannon
Brookshire, Rachael	Phelps
Brookshire, Virgie	Phelps
Brown, Alta L.	Christian
Brown, Atlantic	Greene
Brown, Beulah	Barton
Brown, Carl	Laclede
Brown, Eva	St. Louis
Brown, Evelyn	Laclede
Brown, Flora	McDonald
Brown, Floy	Barton
Brown, Gladys	Howell
Brown, Hazel	Clinton
Brown, Helen M.	Jasper
Brown, Lelia E.	McDonald
Brown, Lola	Newton
Brown, Margaret	Greene
Brown, Marian	Greene
Brown, Miriam	Greene
Brown, Myrtle	Pulaski
Brown, Neva	McDonald
Brown, W. M.	McDonald
Brown, Pearl	Taney
Brown, Wave	Greene
Browne, Maurine	Greene
Browning, Noland	Lawrence
Brownfield, Mrs. E. M.	Pulaski
Brownfield, E. M.	Pulaski
Brownfield, Lone	Pulaski
Brownfield, Willia	Dallas
Bruffett, Fay	Jasper
Brune, Adam	Maries
Bryan, Nona	Greene
Bryan, Ruth	Greene
Bryant, Chas.	Barry
Bryant, Jennie	Dade
Bryant, Junius	Greene
Bryant, Pearl	Greene
Bryant, Ralph	Polk
Bryant, Vivian	Lawrence
Bucher, Martha	Jasper
Buck, Mabel	Texas
Buckeridge, Helen	Jasper
Buckingham, Bessie B.	Jasper
Buckles, Ruby	Howell
Buckley, Mrs. Anna M.	Greene
Buckner, Vernie	Greene
Budd, Grace	Lawrence
Buford, Jewell	Jasper
Burchard, Lee	Pulaski
Buren, Florence	Howell
Burgess, Floy T.	Greene
Burgess, Grace	Jasper
Burke, Thos. L.	Wright
Burke, O. E.	Crawford
Burket, H. Callie	Vernon
Burlison, Gladys	Dade
Burnes, Maynard	Greene
Burnet, Grace	Howell
Burnett, Laura E.	St. Clair
Burnett, Lulu	Texas
Burney, Blanche	Wright
Burney, Myrtle	Lawrence
Burton, Earl	Greene
Burton, Goldie	Jasper
Bush, Flora	Jasper
Bustrim, Eunice	Jasper
Butler, Cloa B.	Oregon
Butler, Elizabeth	Oregon
Butler, M. R.	Vernon
Butner, Ruby	Shannon
Byfield, Maurice	Greene
Cable, Vida	Ripley
Cage, L. L.	Carter
Cain, Elsie	Texas
Caldwell, Ethel	McDonald
Caldwell, Pattie	Greene
Callen, Alta G.	Arkansas
Cameron, Grayce	Texas
Campbell, Ella B.	Greene
Campbell, Julia	Barry
Campbell, Marshall	Greene
Campbell, Philip	Jasper
Cankin, Doris	Ozark
Cantrell, Effie	Wright
Cantrell, Effie	Webster
Cantrell, Emory	Boone
Cantrell, Horace	Wright
Cantrell, Riley	Webster
Cargill, Bertie	Howell
Carl, Cledes	Lawrence
Carl, Flora L.	Lawrence
Carlisle, L. B.	McDonald
Carlson, Edward W.	Greene
Carnahan, Edna	Jasper
Carnell, Lee	McDonald
Carney, C. W.	Barry
Carney, Dora	Jasper
Carney, Winnie	Jasper
Carpenter, E. F.	Bates
Carpenter, W. D.	Arkansas
Carrick, Horace	Webster
Carter, Dona	Lawrence
Carter, Katie	Maries
Carter, Lulu	Wright
Carter, Rachel	Wright
Carter, Verba	Wright
Carter, Vinnie	Greene
Cartwright, Benj. A.	Barry
Cartwright, Clara	Barry
Cary, Oral L.	Cedar
Case, Cecil C.	Texas

Name	County
Case, Ethel	Phelps
Case, Hazel	Cedar
Case, Lena	Arkansas
Casebeer, Stella	Greene
Cass, Agnes	Webster
Cass, Charlotte	Webster.
Casselman, Besse	Howell
Cather, Grace	Jasper
Chaillie, Mrs. Ella	Phelps
Chambers, Georgia	Laclede
Chambers, Minnie	Newton
Chambliss, Isabel	McDonald
Chapin, Beatrice	Greene
Chapman, C. C.	Greene
Chapman, Fred	Greene
Chapman, Ruth	Greene
Chappell, Prudence E.	Phelps
Cheatham, Lucille	Jefferson
Cheek, John	Cedar
Cheek, Mrs. John	Cedar
Cheek, Ralph	Cass
Chilton, Ruth	Shannon
Chinn, Ettamaye	Vernon
Chitwood, Hazel	Henry
Christeson, Belle	Pulaski
Christeson, Bess	Pulaski
Christeson, Chas. H.	Pulaski
Christeson, Cora E.	Pulaski
Christeson, Effie	Pulaski
Chrysty, Myrtle	Jasper
Church, Jessie	Cedar
Church, Margaret	Shannon
Claiborne, Grace	Camden
Claiborne, Lulu M.	Camden
Clark, Christine	Newton
Clark, Effie	Maries
Clark, Ione	Jasper
Clark, Mattie	Wright
Clark, Nettie M.	Greene
Clark, Vallie	Laclede
Clarke, Myrtle	Camden
Clayton, Floy	Saline
Clemens, Georgia	Christian
Clift, Ernest	Webster
Cloud, Verlie	Webster
Cobb, Auda	Lawrence
Cochran, Allie	Greene
Cochran, Pauline	Howell
Cochran, Riley M.	Barry
Cochran, Mrs. Riley M.	Barry
Coday, Berlin F.	Wright
Coday, Daisy	Wright
Coday, Mabel	Wright
Coffman, Mrs. Anna L.	Arkansas
Coffman, Ida	Clay
Cole, Geo. L.	Pulaski
Coleman, Lucy K.	Lawrence
College, Leta	Oregon
Collet, Pearl	Chariton
Colley, Lenna	Lawrence
Collings, Merrit	McDonald

Name	County
Collins, Lenna	Dent
Collins, Pauline	Texas
Colwell, Pattie M.	Greene
Comstock, Marie	Christian
Cone, Gladys	Kansas
Conkin, Doris	Greene
Conlon, Mrs. Rebecca	Greene
Connolly, J. K.	Texas
Conrad, Lula	Christian
Cook, George H.	Laclede
Cook, Lucy B.	Greene
Cook, Mary M.	Greene
Cook, Vasca	Jasper
Cooksey, B. H.	Greene
Coombs, Eleanor	Webster
Coon, F. C.	Greene
Coon, Wendel	Greene
Cooper, Eula	Cedar
Cope, Clella	Wright
Cope, Zula	Wright
Copeland, Ethel	Greene
Copeland, Pearle	Vernon
Copenhagen, Rolla	Oregon
Copenhaver, Katherine	Jasper
Corbett, Allie	Texas
Corbett, Reba	Greene
Corbet, Myrtle	Jasper
Corum, Bessie	Greene
Cotner, Vesta	Dade
Cottengim, Leone	Wright
Covington, Mildred	Webster
Cowan, Dora	Barry
Cowan, Mary Jane	Barry
Cowden, Alberta	Greene
Cowden, Howard A.	Polk
Cowden, Lenore	Greene
Cowden, Marvin	Polk
Cowdrey, Clyde	Greene
Cowherd, Chad	Barry
Cowherd, Flossie May	Barry
Cox, Artie	Shannon
Cox, Henry T.	Bates
Cox, Ina L.	Newton
Cox, Sylvia	Phelps
Cox, Viola B.	Greene
Cozby, Anna	Webster
Crabb, Emeline S.	Barton
Craddock, Ezra	Phelps
Craig, Alice	Barton
Craig, C. C.	Wright
Craig, Roscoe	Dallas
Craig, Mrs. Vietta	Wright
Crane, Elsie	Greene
Crenshaw, Grace	Oklahoma
Crist, E. C.	Wright
Criswell, Carl L.	Greene
Croker, Grace	Henry
Cross, Ruby Claire	Barton
Crouch, Nelle E.	Newton
Crow, Hillburn	Texas
Crow, Jean W.	Texas

Name	County
Crow, Mattie	Texas
Crowder, Estella	McDonald
Crozier, Elmer	Polk
Crutcher, Ann F.	Greene
Cullers, Cecil S.	Newton
Cullers, Kate	McDonald
Cullers, Noah	Newton
Culp, Ruth	Greene
Cummins, Pauline	Greene
Cunningham, Alice	Greene
Currin, Erma	Barton
Currin, Zelma	Barton
Curyea, Dorothy	Texas
Curlin, Hubert	Polk
Currin, Erma	Barton
Custer, C. O.	Oregon
Daily, M. H.	Oregon
Dale, Irene	Cedar
Dando, Chas. J.	Greene
Danenhour, Geo. B.	Oklahoma
Daniel, Adah	Jasper
Daniel, Agatha	Greene
Daniel, Clara M.	Newton
Daniel, Franz	Greene
Daniel, Josephine	Greene
Daniels, W. W.	Barry
David, Eulia	Osage
Davidson, Donis	Greene
Davidson, Edna	Barton
Davidson, Helen Joyce	Oregon
Davidson, Lessie	Dade
Davies, Georgia	Greene
Davis, Alta	Howell
Davis, Artie E.	Stone
Davis, Beulah	Ray
Davis, Blanche	Christian
Davis, Clara	Webster
Davis, C. L.	Pemiscot
Davis, Erny	Ray
Davis, James Allen	Greene
Davis, L. A.	Camden
Davis, Lee	Laclede
Davis, Lena	Laclede
Davis, Lewis	Camden
Davis, Mabel	Howell
Davis, Margaret	Texas
Davis, Marye	St. Louis
Davis, Mayree	Howell
Davis, Myrtle	Dent
Davis, Mrs. Nora	Webster
Davis, Pauline	Howell
Davis, W. R.	Dent
Davison, Leota	Jasper
Dawe, Mae	Pulaski
Dawson, Elsie	Camden
Day, Ivan	Webster
Day, Ruth E.	Christian
Deardorff, Mildred	Cedar
DeBrosse, Grace R.	Barry
Deem, Mae	McDonald
DeFoe, Eleanor J.	St. Louis

Name	County
Delk, Iba	Wright
Dell, Lulu	Pulaski
Dellinger, E. S.	Wright
DeLong, Edna	Greene
DeLozier, Datha	Camden
DeLozier, Warney	Camden
Denney, D. W.	St. Clair
Denney, Mahala	Webster
Dennison, J. W.	Jasper
Detherage, Henry	Laclede
Diemer, Gene G.	Greene
Dixon, Hardy	Cedar
Dillon, Jess	Harrison
Dishman, A. B.	Webster
Dixon, Frank	Cedar
Dodd, Laura	Pulaski
Dodd, Lola	Jasper
Dodson, Alden	Dade
Dodson, Wm. W.	Dade
Doling, Henrietta	Greene
Doling, Fanny C.	Greene
Donahoe, Sadie	Phelps
Donohue, Mae	Howell
Dorrell, Victor	Greene
Dorsey, Floy	Polk
Dotter, Dorothy	Franklin
Doty, Geo. W.	Wright
Dougherty, Linnie	Oklahoma
Douglas, Corinne	St. Clair
Douglas, Esta	Colorado
Douthit, Ina	Newton
Douthitt, T. B.	Newton
Dowell, G. S.	Oklahoma
Dowell, H. F.	Dunklin
Dowell, Lottie	Indiana
Dowell, F. Mabel	Indiana
Downes, May	Crawford
Drumwright, Verda M.	Greene
Drymon, Ben	Howell
Duckworth, Mae	Stone
Duffy, Dene	Jasper
Dugger, Tressie	Taney
Dulaney, Eula	Benton
Dulin, Bertha	Greene
Duncan, Dorothy	Dent
Duncan, Larkin	Barry
Duncan, Mrs. Will	Greene
Dunlap, Florence	Greene
Dunn, Lavlett	Dade
Dunn, M. E.	Stoddard
DuVall, Eunice	Henry
Dyer, Ora E.	Newton
Earnst, Wm.	Jasper
East, Myrtle	Phelps
Eastburn, L. A.	Bates
Eastin, Fred C. Jr.	Dade
Eblen, Macie	Howell
Edmondson, E. M.	McDonald
Edmondson, James	Greene
Effie, Fern	Dade
Effie, Gladys	Barton

Name	County
Effie, Mabel	Dade
Ehrlich, Chas.	Howell
Elkins, Arthur	Pulaski
Elkins, Georgia	Christian
Elliff, Ida	McDonald
Elliff, Miles A.	McDonald
Elliff, Rowan	McDonald
Elliott, Mary	Lincoln
Ellis, Jewell	Webster
Ellis, Nelle	Greene
Ellis, Royle	Barry
Ellis, Veril	Wright
Elliston, Gladys	Cedar
Elliston, Leta	Cedar
Ellyson, Goldia	Barton
Elson, Ruth	Greene
Elswick, Julia	Greene
Ely, Gardner	Christian
Ely, Grace	Newton
Ely, Ruth	Christian
Embrey, Lettie	Texas
Emerson, Bernie	St. Clair
Emerson, Mary	Greene
Emmett, Mabel	Polk
Engle, Alice	Greene
Engleman, Finis	Cedar
Engleman, Geo.	Cedar
Eppard, Lois	McDonald
Epperly, Elbert	Barry
Epperly, John	Barry
Eskridge, Beeler	Greene
Estes, Grace E.	Newton
Evans, Francis	Greene
Evans, Freeda	Webster
Evans, Laura	Carter
Evans, Lawrence T.	Dade
Evans, Roy C.	Greene
Evans, Ruby	Greene
Ewing, Leota	Cass
Fadler, Edna	Jasper
Fadler, Ernest	Jasper
Fannin, Mrs. Florence	Oklahoma
Farley, Floella	Greene
Farmer, C. W.	Polk
Farmer, Ella	Camden
Farmer, Lloyd	Greene
Farmer, Vesta	Greene
Farrar, Edward C.	Texas
Faulkner, Bernice O.	Lawrence
Faulkner, Vera	Jasper
Fausel, Jessie	Greene
Feist, Vera	Barry
Fent, W. E.	Taney
Ferguson, Curtis	Greene
Ferguson, Ernest B.	Greene
Ferguson, Ruth	Howell
Field, S. P.	Greene
Fike, Ellen	Pulaski
Finch, Martha	Greene
Fink, Lucile	Stoddard
Finley, Ethel	Dallas
Finley, Ruth	Dent
Fish, Alice	Texas
Fitch, Ollie	Greene
Fitzgerald, Mayme	Texas
Flemming, Ida L.	Vernon
Flett, Maude	Dent
Flora, Ina M.	Henry
Floyd, Osa	Cedar
Forbes, Mildred	Howard
Forbis, C. C.	Stone
Ford, Blanche	Lawrence
Fort, Ruby	Greene
Foster, Ben J.	Webster
Foster, Lena	Jasper
Fowler, Lorene	Newton
Fox, Ora	McDonald
Fox, Ray	McDonald
Frame, Harry	Greene
Frank, Anna	Bates
Frank, Kate	Bates
Franklin, Ivan	Dallas
Franklin, N. H.	Hickory
Franklin, Niel H.	Dallas
Frates, Clifford	Greene
Frazee, W. D.	Howell
Fredericks, Arnold	Clay
Frederickson, Elsie	Crawford
Freeman, Bernice	Greene
Freeman, Lillian	Howell
Freeman, Oma	Jasper
Freyer, Bertha	St. Clair
Frink, Lewis	Wright
Fry, May	Wright
Fugate, A. B.	Texas
Fulford, Violet	Jasper
Fuller, Thelma	Jasper
Fulton, Mazy	Greene
Galbraith, Ersa L.	Cedar
Galbraith, Lester V.	Cedar
Gammon, Marjorie	Oklahoma
Gammon, Mildred	Greene
Garber, Luella	Vernon
Gardner, Ethel	Lawrence
Gardner, John	Christian
Gardner, Wm.	Barton
Garner, Thomas	Newton
Garoutte, Geo. C.	Howell
Garoutte, Otto	Howell
Garrett, Constance	Greene
Garrison, Viola	Barry
Garton, Chas. C.	Douglas
Garton, Mrs. Chas. C.	Douglas
Gary, Susie	Newton
Geller, Ruby	Newton
George, Eunice	Miller
Georgens, Beulah	St. Clair
Gettys, Besse	Texas
Giboney, Marie	Greene
Gibson, Delta	Texas
Giebler, Della M.	Franklin
Giles, Aro	Newton

Name	County
Gillan, Mabel	Shannon
Gilmer, Alta	Jasper
Gilmer, Gertrude	Howell
Gilmore, Dewey Earnest	Greene
Ginn, Florra E.	Lawrence
Gist, Amanda	Arkansas
Gist, Mont.	Hickory
Gladson, John Franklin	Taney
Glassmoyer, Maggie	Greene
Godfrey, Chas.	Dade
Godfrey, Nellie	Cedar
Goff, Chance	Greene
Gold, Bertha	Stone
Gold, Ernest J.	Newton
Gold, Ida	Stone
Gold, Mada	Stone
Goleanor, Hettie	Pulaski
Gollnick, Beulah H.	Greene
Goode, Alma	St. Louis
Goodwin, Ethel	Polk
Gorman, Katherine	Greene
Gorton, Helen	Greene
Goss, Joyce	Webster
Gottfried, William	Greene
Govier, Bessie	Greene
Graham, Cosbie	St. Clair
Grant, Mattie	Maries
Grantham, Lois	Greene
Granes, Velma	Laclede
Graven, Hetty	Wright
Graves, Virginia	Newton
Gray, Thomas	Taney
Green, Hazel A.	Greene
Greene, Georgia	Howell
Greening, Agnes	Greene
Greening, Catherine	Greene
Greer, Earl	Oklahoma
Greer, Marion	Oklahoma
Greer, Mary	Dunklin
Greer, Milford	Oklahoma
Greer, M. S.	Newton
Gresham, Elsie E.	Jasper
Grimes, W. C.	Newton
Grooms, Cecil F.	Greene
Groves, Stella	Greene
Gruball, Ella	Greene
Gubser, Kate	Webster
Gum, Guy	McDonald
Gustafson, Doris	Greene
Guttery, Roxana	Ralls
Gwyn, Bess D.	Dunklin
Hacker, Geneva	Cedar
Haden, Mrs. Mona	Greene
Hagen, Clara	Howell
Hailey, Pike	Barry
Hailey, Ray	Dade
Hailey, Ruth	Barry
Halbrook, Josephine	Arkansas
Haldeman, Edith	Greene
Hale, Cleora	Barry
Hale, Lena	Lawrence

Name	County
Haley, Clarence	Pulaski
Hall, Anna	Howell
Hall, Charlotte M.	Jasper
Hall, Earl	Howell
Hall, Jessie	Wright
Hall, Loyd	Greene
Hall, Oscar	Oklahoma
Hallauer, Victor	Greene
Hamby, Dorothy	Texas
Hamel, Barbara	Greene
Hamilton, Neva	Barry
Hammel, Verna	Jasper
Hammerbacher, Clarence	Dallas
Hammond, Dorothy D.	St. Clair
Hammond, Mary Lilla	St. Clair
Hanby, Blanche	Arkansas
Handley, Lillian	St. Louis
Hankins, Mrs.	Greene
Hansard, Charles Samuel	Jasper
Hansford, Geo. M.	Miller
Henshaw, V. N.	Dallas
Hanson, Grace	Texas
Hanson, Marie	Laclede
Harden, Ilo	Jasper
Hardman, Mrs. Arthur	Greene
Hargis, Ida	Webster
Hargis, Pearl	Webster
Hargiss, Mildred	Oklahoma
Harless, Hazel	Christian
Harleston, Florede	Lawrence
Harlow, Bess	Greene
Harman, Bessie	Carter
Harman, Carl M.	Carter
Harman, Ed	Greene
Harman, Fahy	Greene
Harman, Flossie	Greene
Harman, Ora	Carter
Harman, Rupert F.	Vernon
Harman, Zora	Greene
Harper, Goldie	Christian
Harral, O. H.	Texas
Harral, Mrs. O. H.	Texas
Harrell, Cleo	McDonald
Harrell, J. D.	Monroe
Harris, Alma J.	Laclede
Harris, Earl	Greene
Harris, Gussie	Greene
Harris, Mary	Phelps
Harris, S. Elmer	Newton
Harris, Vera	Howell
Harrison, Alice	Douglas
Harrison, Esta	Douglas
Harrison, Frankie	Ozark
Harrison, J. A.	Arkansas
Harrison, Katheryn	Crawford
Harrison, Ruth	Greene
Harrold, Cecile	Camden
Hart, Opal	Greene
Hartley, Blonnie	Cedar
Hartley, Hazel	Christian
Hartley, Ruby	Laclede

Name	County
Hartley, Willa	Cedar
Hartzog, Mable	Texas
Haseltine, Bryan	Greene
Hastin, Mrs. Ethel	Cedar
Hatfield, Guy C.	Vernon
Haverly, Pansy	Greene
Hawkins, Armel	Jasper
Hawkins, Minnie	Barton
Hawks, Mary Jane	Greene
Hawks, Mildred	Greene
Haworth, Agnes	Wright
Haworth, Chas. J.	Wright
Hayes, Jewel	Phelps
Hayes, Josephine	Greene
Hayes, Matilda	Webster
Haymes, Clara	Webster
Haymes, Dora A.	Webster
Haynes, Helen	Barry
Haynes, Lucile	Barry
Hays, Amy	Stone
Hays, Birda	Vernon
Hayworth, Ernest	Stone
Hayzlett, Myrtle	Dallas
Hazelton, Marjorie	Webster
Hazell, Edna	Howell
Heald, Daisy	Jasper
Heard, W. N.	Hickory
Hearrell, Mary	Newton
Hearst, Pearl	Arkansas
Heath, Tillie	Greene
Heckman, Helen	Barton
Hedges, Jeanentte E.	Greene
Hedges, Rolla	Greene
Heiserman, Roy C.	Bates
Hembree, Esther	Dade
Hemphill, Sherman	Barry
Henderson, Effie	Greene
Henderson, Martha Frances	Greene
Hendon, Bessie	McDonald
Hendrex, Louise	Newton
Hendrix, Day	Greene
Hendrix, Velma	Greene
Hennicke, Esther M.	Cooper
Henry, Guy	Jasper
Henry, Myrtle L.	Greene
Henry, Ruby	Howell
Henry, Ruby A.	Greene
Hensley, C. E.	Wright
Hensley, Elmer	Wright
Henson, Kathryn	Lawrence
Herrod, Lillian	Jasper
Hess, Olga	Barry
Hetz, Florence	Jasper
Hibbs, Chloe	Texas
Hibler, Mary	Greene
Hicks, Eva	Texas
Hicks, Grace	Texas
Hicks, Netta	Texas
Higdon, Pearl	Jasper
Higginbotham, Anna P.	Pike
Higginbotham, Ruth	Newton
Higgins, Clinton K.	Dade
Higgins, Nellie	Cedar
High, Oleta	Vernon
Highfill, Beulah	Webster
Highfill, Brilla	Webster
Highfill, F. J.	Webster
Hillhouse, G. S.	Lawrence
Hillis, Hattie	Butler
Hilton, Loma	Christian
Hines, Lenore	Jasper
Hines, Mary	Texas
Hinkle, Daisy	Greene
Hinkle, Essie	Hickory
Hinkle, Sylvia	Greene
Hinton, Annette	Newton
Hinton, Clyde J.	Texas
Hislop, Mary	Jasper
Hislop, Ruth	Jasper
Hobbs, Joe	Pulaski
Hobson, Veva	McDonald
Hoff, Chester W.	Cedar
Hoff, Henry	Franklin
Hoffman, Agnes	St. Charles
Hoffmeister, Lucile	Barton
Hoke, Lena	Laclede
Holcomb, John W.	Christian
Holdren, Fannie	Wright
Holland, Olga	Texas
Holman, Cleo	Dade
Holman, Lyda G.	Cedar
Holman, Nelle	Laclede
Holman, Vadda	Polk
Holmes, Ava	Barry
Holmes, Ben	Christian
Holmes, R. V.	Vernon
Holt, James	Texas
Holt, Thet	McDonald
Hoover, Jewell	Wright
Hoover, Morgan	Webster
Hopkins, Myrtle	Phelps
Hopkins, Ruth	Howell
Hopper, Mae	Wright
Horine, Eunice	Barry
Hornbuckle, Hortense	Howell
Horning, Homer	Greene
Horton, Barbara	Greene
Horton, Edna	Newton
Horton, George	Greene
Horton, James	Greene
Hoshaw, Dayse	Lawrence
Hough, Garl	St. Clair
Hough, H. Frank	St. Clair
Houseman, Harrison	Gasconade
Housley, Dora	Wright
Housley, Pearl	Wright
Hout, Myrtle	Jasper
Howard, Alma	Barry
Howard, Boone	Wright
Howard, Hattie	Howell
Howard, Noel	Stone
Howard, Ruth	Greene

Name	County
Howell, Katherine	Greene
Howlett, Roger	Pulaski
Hubbard, Geneva	Jasper
Huchstep, G. E.	Osage
Hudson, Dora	Polk
Hudson, Frank	Wright
Hudson, Latitia	Polk
Hudson, Virgie	Polk
Hudson, W. B.	Wright
Huffman, J. B.	Ozark
Huffman, Mrs. J. B.	Ozark
Hughes, Jessie	Newton
Hughes, Ruth	Dade
Hulett, Blanche	Greene
Hume, Arthur	Phelps
Hume, Emma	Phelps
Hume, Grace	Phelps
Hume, Mattie	Phelps
Hunt, Grace	Polk
Hunt, Maude G.	Dallas
Hunt, R. C.	Howell
Huston, Mrs. Daisy	Henry
Hutsell, Marie	Newton
Hutt, Helen F.	Nodaway
Huxley, Halcyone	Oregon
Hyde, M. F.	Webster
Hylton, J. A.	Wright
Hylton, Mrs. J. A.	Wright
Hylton, Ralph	Wright
Hylton, Velma	Wright
Ihrig, B. B.	Hickory
Ingraham, Jessie	Greene
Ingram, Rex	Greene
Ingram, Hal	Greene
Inman, Bess	Douglas
Inman, L. H.	Douglas
Inman, Mamie	Wright
Irvin, Helen M.	Greene
Iseminger, Inez	Greene
Jackson, Fay	Wright
Jackson, Ruth	Wright
Jadwin, Mrs. Emma	Texas
Jadwin, Walter E.	Texas
Jaeger, Freda	Jasper
James, Clara	Greene
James, Herbert A.	Douglas
James, Myrtle	Shannon
James, Retta	Greene
James, Robert	Greene
James, Vernon	Taney
Jameson, Lizzie	Webster
Janss, Harold	Greene
Jeffries, Helen	Dent
Jenkins, Ella	Benton
Jenner, Fannie	Greene
Jenner, Gertrude	Greene
Jenner, Sallie	Greene
Jennings, Anna W.	St. Louis
Jennings, Floyd	Franklin
Jewell, Cora	St. Clair
Jillson, Helen B.	Greene
Jillson, J. R.	Greene
Jobson, Alice L.	Jasper
Jobson, Olivia	Jasper
John, G. B.	Phelps
Johnson, Allie	Christian
Johnson, Clara	McDonald
Johnson, Claude	Taney
Johnson, Elmer H.	Hickory
Johnson, Eva	Arkansas
Johnson, Flossie Foster	Howell
Johnson, Fred	Wright
Johnson, Hattie	Jasper
Johnson, Hesper	Jasper
Johnson, Inez	Jasper
Johnson, Ira H.	Jasper
Johnson, Jewell	Jasper
Johnson, Lenna	Phelps
Johnson, Lenora	Arkansas
Johnson, Macie E.	Taney
Johnson, Maude	Oregon
Johnson, Otis	Laclede
Johnson, Ruth A.	Greene
Johnson, Wayne	Greene
Johnston, Bessie	Greene
Johnston, Mrs. Bingham	Boone
Johnston, Edna	Pulaski
Johnston, Ollie	Howell
Johnston, Viola	Stone
Jones, Bertha	Wright
Jones, Carrie	Barry
Jones, Ione	Greene
Jones, John C.	Wright
Jones, Ross	Lawrence
Jones, Ruth	Jasper
Jones, Sol	Wright
Jones, Zella	Webster
Jordan, Beuna	Greene
Judd, Jane Alice	Greene
Juergens, C. W.	Maries
Julian, Agnes	Dent
Julian, Lizzie	Dent
Julian, Nora	Dent
Justis, Esther Joy	Greene
Justis, Janey	Webster
Kabler, Bertha A.	Barton
Kabler, Hattie	Texas
Kabler, Tava	Texas
Karr, Ruth	Shannon
Kastendieck, Katherine	Christian
Kastendieck, Pauline	Christian
Kastendieck, Verda	Christian
Kaufman, Hazel	Jasper
Kay, D. H.	Douglas
Keagy, Blanche	Newton
Keel, Minnie Lee	Ray
Keith, Faye	Dallas
Keith, Harley	Dallas
Keith, W. A.	Barry
Kellhofer, Nancy	Newton
Keller, Gertrude	Wright
Keller, Henrietta	Greene

Name	County
Kelley, Cullen L.	Greene
Kelley, Laura	Greene
Kelley, Lawrence	Polk
Kelley, Rosalind A.	Greene
Kelly, Harry B.	McDonald
Kelly, Opha	Dade
Keltner, Linza	Christian
Kenney, Esther	Newton
Kerby, Josephine	Howell
Kerr, Mabel O.	Cass
Kesterson, Ethel	Greene
Killingsworth, Ucal B.	Greene
Kincaid, Robert	Ray
Kinder, Ora	Polk
Kindley, Mrs. Mabel H.	Greene
King, C. P.	Howell
King, Estella	Phelps
King, Marie	Lawrence
King, Olive	Lawrence
Kinsey, Wilton	Maries
Kirby, Ruth	Dade
Kirkman, Anna	Texas
Kirkman, Emma	Cedar
Kirkpatrick, Leona	Wright
Kirwan, May	Howell
Kizer, Edith	Ohio
Kleeman, Hulda	Lawrence
Knabb, Verna	Greene
Knight, Helen	Barton
Knight, L. G.	Jasper
Knipfer, Clara	Greene
Knott, Pearl	Lawrence
Knox, Ruth	Howell
Kreider, Garnet	Greene
Kreider, Helen	Greene
Kreider, Winnie	Greene
Kroner, Mary Louise	Phelps
Kruse, Dorthea	Crawford
Kuhn, Irene	Gasconade
Kunkleman, Chlorus	Carter
Ladd, Pearl	Christian
Lambeth, Berthena	Laclede
Lambeth, Cora	Laclede
Landerbaugh, Nellie	Jasper
Landreth, Erma	Greene
Landreth, Leota	Greene
Landrum, W. O.	Howell
Lane, Blanche	Oregon
Lane, John	Greene
Lane, Vesta	Oregon
Lanier, Bertha	Greene
Langdon, Walter	Webster
Langley, Irma	Cass
Langston, Neva	Lawrence
Langsford, Margaret	Greene
Laughlin, Daisy	Dallas
Law, Edith G.	Greene
Law, Hannah	Greene
Law, Irene	Greene
Lawson, Lulu	Jasper
Lawson, Wilbur	Greene
Layne, Mamie	Barton
Lea, Helen G.	Pulaski
Le Blanc, Helen	Greene
Legan, Mrs.	Greene
League, Hazel	Dent
Leaver, L. E.	Crawford
Leaver, Mrs. L. E.	Crawford
Leckie, Mrs. Laura	Barry
Legate, Eva	Lawrence
Legate, Mary	Lawrence
Legon, Mrs. J. F.	Greene
Lee, Janie M.	Webster
Lee, Talmage	Barry
Leith, Amy Louise	Polk
Leitensdorfer, Celestine	Christian
Lemmon, Ellasue	Greene
Lenox, Jennie Lynn	Dent
Leonard, Florence	Greene
Leonard, Otis	Greene
Lester, Ora	Greene
Lester, Zella	Lawrence
Lethco, Claude	Douglas
Letson, Harriet J.	Howell
Levan, Jno. D.	Douglas
Lewis, Effie	Laclede
Lhamon, Candace	Greene
Liggett, Harriet	Howell
Liles, Maude	Newton
Lindsey, Mrs. Grace	Lawrence
Linton, Ida M.	Jasper
Linton, Lorna	Jasper
Lisenby, Abbie L.	Greene
Little, Mabel	Jasper
Livermore, Carrie	Jasper
Livingston, Marian	Texas
Locke, Archie	Polk
Locke, Leta	Dallas
Lockwood, Eva	Laclede
Lockwood, Lucy P.	Howell
Loftin, Grover L.	Barry
Long, Ada	Cedar
Long, Lotta B.	Texas
Longacre, May	Jasper
Lonquest, Maude	Taney
Loucks, W. G.	Christian
Lounsbury, J. L.	Bates
Lovan, Chas.	Greene
Love, Verna	Newton
Love, Nellie	Maries
Lowe, Bessie	Barry
Loyd, Blanche	Shannon
Loyd, Ruth	Shannon
Lundy, Thelma	Polk
Lundy, Ressa	Polk
Lunsford, Errett	Greene
Lunsford, Lena	Greene
Lusk, Deytz	Webster
Lusk, Emma	Webster
Lydard, Vera	Jasper
Lyles, Edna	Texas
Lyles, Vera	Texas

Name	County
Lynch, Mary	Phelps
Lynch, R. H.	Texas
Lynch, Rosa	Phelps
Lyngar, Marjorie	Jasper
McAdoo, Mollie	Greene
McAmis, Effie	Greene
McArthur, Mattie	Dade
McBee, Nota	McDonald
McBride, Bernice	Dunklin
McBride, Ira	Cedar
McCain, Rosa	Laclede
McCain, Ruth	Laclede
McCall, Jewell	McDonald
McCall, Nannie	Webster
McCammon, Elizabeth R.	Greene
McCammon, Lucy	Greene
McCandless, Ruth	Greene
McCandless, Shirley	Greene
McCann, Margaret	Greene
McCanse, Marie	Greene
McClanhan, Myrtle	Laclede
McClendon, Basis	Ozark
McClendon, Pearl	Newton
McCluney, Helen	Greene
McCombs, C. A.	Webster
McComas, Gladys Pearl	Barry
McCorkle, Flora	Cooper
McCorkle, Mrs. Mary	Clay
McCormack, Comer	Texas
McCormick, Mary	Greene
McCoy, Claud	Wright
McCoy, Grace	Christian
McCoy, Hopa	Christian
McCracken, Tracy	Hickory
McCrory, Ada	Polk
McCrory, Alice	Greene
McCrory, Iva	Polk
McDaniel, D. R.	Pulaski
McDaniel, Lena	Henry
McDonald, Lena	Oklahoma
McDowell, Hazel	Vernon
McFarland, Lenora	Greene
McGiboney, Ernest	Greene
McGiboney, Katie	Greene
McGinty, Dilcie	Greene
McGlothlin, Alice	Andrew
McGlothlin, Fred	Barry
McGraw, Jessie	Webster
McHaffie, Opal	Webster
McIntire, Ina D.	Texas
McIntire, Nina	Texas
McKenna, Ellen	Jasper
McKeever, Jessie	Maries
McKinley, J. A.	Polk
McKinney, Bernice	Texas
McKinney, Eunice	Texas
McKinney, H. E.	Texas
McKinney, Mrs. H. E.	Texas
McKinney, Mary	Texas
McLaughlin, Florence	Greene
McLean, Natalie	Greene
McManima, Georgia	Taney
McManis, Beulah	Barton
McMillin, Victor	Howell
McMurtry, G. W.	Douglas
McNabb, Fred	Greene
McNabb, J. D.	Webster
McNatt, Lida	Lawrence
McNeill, Delia	McDonald
McNerney, Bernice	Jasper
McQuiston, Janet	Greene
McWilliams, Ivah	Camden
Mack, Estha	Greene
Mack, Georgia	Greene
Mack, Kate	Greene
Mack, Margaret	Greene
Mack, Robert	Greene
Mackey, Ona	Polk
Madding, Thos. E.	Vernon
Maddox, Burlie	Oregon
Maddux, Hobart	Dallas
Madry, Irene	Lawrence
Magruder, Iva	Greene
Manes, Iva	Jasper
Mapes, Grace	Christian
Maphies, Ethel	Cedar
Maphies, Emlu	Cedar
Maples, Ethel	Christian
Mardick, Madge	Barton
Mark, Emily	Greene
Marney, Blanche	McDonald
Marshall, Blanche	Laclede
Marshall, Freda	Greene
Marshall, Inez	Greene
Marshall, Katherine	Greene
Marshall, Mary I.	Greene
Marshall, Vinnie	Howell
Martin, Alda	McDonald
Martin, Angeline	Ozark
Martin, Cora	Shannon
Martin, G. B.	Jasper
Martin, Hazel	Barton
Martin, Homer H.	Howell
Martin, K. B.	Greene
Martin, L. C.	Pulaski
Martin, Mary	Wright
Martin, R. W.	Vernon
Martin, Mrs. R. W.	Vernon
Mason, Winnie	Greene
Massey, Mildred	Greene
Massey, Orville	Wright
Masters, C. Worth	Jasper
Masters, Ethel	Jasper
Masters, George E.	Jasper
Masters, G. Troy	Jasper
Mathena, Maude	Polk
Matlock, Nadine R.	Phelps
Matthews, D. E.	Greene
Matthews, Gladys	Greene
Matthews, L. E.	Greene
Matthews, Paul	Greene
Mattingly, Laura	Mississippi

Name	County
Mattox, Winnie	Barry
May, Roma	Greene
Meador, Cora	Jasper
Medlock, A. M.	Texas
Medlock, Ettress	Texas
Mehl, Gladys	Greene
Meinecke, Bertha	Howell
Meinecke, Cora	Howell
Melone, Bertha	Phelps
Melone, Pearl	Phelps
Melvin, Omar	Greene
Meredith, Lillian	Jasper
Messick, Jennie	Dade
Metsker, Grace	Jasper
Mikkelsen, Forrest	Webster
Mileham, Hazel	Jasper
Miller, Claire	St. Louis
Miller, Gladys	Howell
Miller, Helen	St. Clair
Miller, Ira	Dallas
Miller, Iva	Phelps
Miller, Katie	Barry
Miller, Margaret	McDonald
Miller, Mary Ruth	Greene
Miller, Nelle	Webster
Miller, Neva	Hickory
Miller, Ollie	Laclede
Miller, Pauline	Greene
Miller, Roberta	St. Charles
Miller, Roy D.	Hickory
Miller, Sam A.	Webster
Miller, Xina	Hickory
Million, Edith B.	Greene
Mills, Fenton	Greene
Mills, Virgie	Christian
Mingus, Verna	Wright
Minor, Robert	Dallas
Mitchell, Alberta	Greene
Mitchell, Anna Ray	Newton
Mitchell, Bertha	Ozark
Mitchell, Edith M.	Greene
Mitchell, Eloise	Greene
Mitchell, Mrs. Elsie	Henry
Mitchell, Flossie J.	Barton
Mitchell, George E.	Newton
Mitchell, Helen J.	Greene
Mitchell, Maurine	Polk
Mitchell, Moss A.	Greene
Mitchell, Nelle E.	Dade
Mixer, T. E.	St. Clair
Mize, Dora	Jasper
Mobley, Roscoe	Texas
Moffatt, Lala	Laclede
Montague, Gertrude	Maries
Montaldo, Eva	McDonald
Monteer, Lucile	Greene
Montgomery, Effie	Dade
Montgomery, Eva L.	Cedar
Montgomery, Flo	Cedar
Montgomery, Mina E.	Jasper
Moody, Bertha	Jasper
Moon, Landin	Cedar
Mooney, Beulah	Barry
Moran, Florence C.	St. Clair
Moore, Bob	Wright
Moore, Dick	Newton
Moore, Dora	Christian
Moore, E. L.	Texas
Moore, Hazel	Polk
Moore, Leslie	Christian
Moore, Lindley	Newton
Moore, Martha C.	Greene
Moore, Mary	Greene
Moore, Vera	Newton
Moorehouse, Mrs. Estella	Douglas
Moorehouse, T. J.	Douglas
Morgan, Frances	Greene
Morgan, Edith	Harrison
Morgan, O. B.	Cedar
Morris, Byron	Greene
Morris, Cliffie	Cedar
Morris, Cora	Greene
Morris, Flossie	Cedar
Morris, Harry T.	Cedar
Morrison, D. E.	Crawford
Morrison, Lona E.	Crawford
Morrison, W. F.	Crawford
Morrow, Harold	Greene
Morrow, Mildred	Greene
Morse, Angie	Oregon
Morton, Lora	Polk
Moses, Elizabeth	Jasper
Mozier, Letitia	Greene
Mullens, Nellie	Newton
Munday, Willie	Jasper
Munhollen, Della	Christian
Muratta, Sue	Greene
Muri, Katherine	Greene
Murphy, Archie	St. Francois
Murphy, Katherine	Vernon
Murphy, Mabelle	Butler
Murphy, Madge	Crawford
Murray, J. M.	Texas
Mutrux, Lucie	Barry
Mutrux, May	Barry
Nance, E. H.	Hickory
Nash, Ethel	Webster
Nave, Cuma	Taney
Naylor, Mildred	St. Clair
Naylor, W. A.	Greene
Neagle, K. H.	Howell
Neagle, Mrs. K. H.	Howell
Neil, Della	Greene
Nelson, Florence	Crawford
Neron, Carrie	Crawford
Nerud, Rose	Greene
Nerud, Anne	Greene
Nesbitt, Hope	Jasper
Nesbitt, Melanie	Jasper
Neville, Merle	Greene
Nevins, Verda	Cedar
New, Cecil	Greene

Name	County
New, Edward E.	Greene
Newburg, Lillian	Webster
Newcomb, V. A.	Greene
Newkirk, Laura	Wright
Newman, Esther	Greene
Newton, Bertha	Wright
Newton, Garna	Wright
Newton, Ray L.	Wright
Nichols, Alma	Texas
Nichols, Blanche	Texas
Nichols, Ida	St. Clair
Nichols, Myrtle	Greene
Nickel, Thos. R.	Lawrence
Nickless, Alva	Texas
Nicks, Florence	Pulaski
Nicks, J. H.	Laclede
Nicks, Sophia	Greene
Nicks, W. H.	Laclede
Noel, Bessie Lee	McDonald
Noel, Mildred	McDonald
Normile, Lucy	Newton
Northcutt, Ophelia	Barry
Northern, Eva J.	Phelps
Northrip, Audrey	Greene
Norris, Ruth	Jackson
O'Bryant, Bess	Cedar
Olinger, Grace	Dallas
Oliver, Edith	Newton
Oliver, L. E.	Greene
Oliver, Thos.	Greene
Ollis, Irene	Greene
Ollis, Mildred	Greene
O'Neal, Audie	Stone
O'Neal, Mildred	Greene
O'Rear, Floyd	Greene
O'Rear, Helen	Greene
O'Rourke, Ariel	Jasper
Osborn, Chloe	Greene
Osborne, Leah	Greene
Otke, Lucy	Osage
Ousley, Estella	Shannon
Ousley, Malinda	Shannon
Overshiner, Albert	Polk
Overton, Ruth	St. Louis
Overstreet, Evvie	Newton
Owen, Doris	Greene
Owen, Frank	Taney
Owen, Earl L.	Greene
Owen, Walter	Taney
Oxley, Howard	Wright
Packwood, Mable	Greene
Packwood, Otis	Barry
Padgitt, Bissell	Greene
Padgitt, Ted	Greene
Painter, Kittie	Cass
Palmer, Grace	Greene
Palmer, Leah	Greene
Palmer, Maude	Vernon
Palmer, Melva	Camden
Paris, Ethelyn	Lawrence
Park, Annabel	Greene
Park, Nona	Christian
Parker, Buanta	Greene
Parker, Martha	Texas
Parnell, Webster	Newton
Parr, Gertrude	Lawrence
Parrish, Geo.	Taney
Parsons, Bernice	Stone
Parsons, Velma C.	Stone
Patterson, Mary	Greene
Patterson, Troy	Dade
Payne, W. S.	Texas
Paynor, Routhe	Arkansas
Payntor, Mary	Cedar
Pearman, Mildred	Newton
Pearman, Minnie	Wright
Pease, Victoria	Howell
Peck, Alvah	Webster
Peck, Daisy M.	Newton
Peebles, Gladys	Greene
Pemberton, Golda	Taney
Penland, Catherine	Howell
Penland, Virginia	Howell
Perryman, W. L.	Greene
Petrey, Georgia	Howell
Pettit, Jesse H.	Dade
Pharris, Jennie	Texas
Phelps, John	Vernon
Phillips, C. E.	Christian
Phillips, Georgia	Greene
Phillips, W. A.	Arkansas
Phillips, Pearl	Greene
Philpott, C. L.	Camden
Phipps, Ruby L.	Howell
Pierce, Della	Polk
Pierce, Pluma	Polk
Pike, Charlotte	Polk
Pike, Virginia L.	Greene
Pingree, John	Barton
Pipkin, Herbert	Greene
Pitchford, Lila	Greene
Pittenger, Jessie M.	Ripley
Pitts, Floyd	Dallas
Pitts, May	Dallas
Plank, J. R.	Greene
Pogue, Etha	Newton
Pogue, G. C.	Newton
Pointer, Amos	Henry
Poole, Catherine	Howell
Polston, Oren	Dade
Pool, Esther	Newton
Pope, Frances	Wright
Pope, Opal	Wright
Porter, Evelyn	Greene
Potts, Bert	Barry
Potts, Lawrence	Polk
Powell, Dona	Howell
Powell, James E.	Arkansas
Powers, Gray	Greene
Powers, Eula	McDonald
Pranter, Rowena E.	Greene
Prator, Floyd	Greene

Name	County
Preston, Moreland	Greene
Price, Alice	Greene
Price, Ethel	Newton
Price, Mary E.	Texas state
Price, Mary Helen	Greene
Price, O. W.	Webster
Prichard, Ada	Greene
Prigmore, Thelma E.	Greene
Primm, Rogers	Greene
Pritchard, Edith	St. Clair
Proctor, Helen	Ripley
Prow, Bertha Mae	Wright
Pugh, Ruth	Lawrence
Pugh, Winnie	Lawrence
Pursley, Lois	Webster
Pyland, Theda	Dade
Pyle, Ava	Lawrence
Pyle, Austin	Lawrence
Quinn, George	Greene
Raabe, Gertrude	Greene
Ragland, Hallie M.	Dallas
Ragsdale, Frances	Jasper
Raines, W. J.	Greene
Ramsey, Mary Evelyn	Texas
Rand, Lulu	Greene
Randall, Allen	Wright
Randolph, Gettie	Shannon
Raney, Hallie M.	Barton
Raney, Maida	Barton
Raney, Will	Greene
Ray, Esther	Greene
Rayle, Belle	Greene
Reaves, Wm. W.	Wright
Reberry, Minnie	Wright
Rebori, Enis Mary	Greene
Reed, Clara	Webster
Reed, D. L.	Henry
Reed, Flora	Webster
Reed, Homer	Greene
Reed, Retta	Webster
Reid, Ethel	Barry
Reinichen, Weaver	Greene
Reinhardt, Bertha	Greene
Reinbold, Alice	Christian
Remington, Florence	Greene
Remington, Olive	Greene
Renfrow, Ella	Texas
Renfrow, Verda	Polk
Rentsch, Stella	Newton
Reynolds, Mary	Greene
Reynolds, Minnie	Newton
Reynolds, Thomas	Barry
Rhinehart, Bertha	Shannon
Rhodes, Bessie	Greene
Richards, Nettie	Vernon
Richardson, Ethel	Greene
Richardson, Zida	Lawrence
Richesin, Fay	Lawrence
Rickman, Mary	Cedar
Rickson, Mabel	Henry
Riggs, Esther V.	Newton
Riggs, Laura	Cass
Rinehart, Edna	Phelps
Rinehart, Homer	Phelps
Rippee, Frona	Wright
Rippee, Rinda	Wright
Rippy, Mary	Laclede
Ritchart, Edyth	Jasper
Ritchey, Lela	Douglas
Ritter, Erma	Greene
Roark, Emma	McDonald
Robb, Bentley	Webster
Robb, Velvie	Webster
Roberts, Eliza	Howell
Roberts, Jessie	Oregon
Roberts, Marie	Jasper
Roberts, Merle	Greene
Roberts, Neal	Greene
Roberts, Raymond	Greene
Robertson, Ethel J.	Jasper
Robertson, Gertie	Greene
Robertson, Ovyle	Greene
Robinett, F.	Wright
Robinett, Ruth	Wright
Robinett, James	Wright
Robinett, Jno. T.	Wright
Robins, H. K.	Texas (state)
Robins, Elda	Texas (state)
Robinson, Georgia	Camden
Robinson, Leah C.	Jasper
Robinson, Ralph	Greene
Robinson, Ray	Greene
Robinson, Wallace	Greene
Roblee, Lenore M.	Laclede
Roe, Frankie Lea	Oregon
Rogers, Aden	Dade
Rogers, Beth	Dade
Rogers, Edithe	Texas
Rogers, Faye	Jasper
Rogers, Golda	Dade
Rogers, Leslie	Hickory
Rogers, Loda	Dade
Rogers, Mae	Texas
Rogers, Paul	Greene
Rogers, Rose	Lawrence
Rogers, Uel	Dade
Rohrer, Florence	Crawford
Roley, Jessie L.	Jasper
Rolle, Mabel	Wright
Roop, Cora E.	Greene
Roper, Chas.	Greene
Roper, Irl	Greene
Roper, Ruby	Greene
Roper, Thomas	Greene
Rose, Gene	Christian
Rose, Grace	Jasper
Roselle, Elizabeth	Howell
Rosevean, Lavinia	Wright
Ross, Alma L.	Arkansas
Ross, Elta	Polk
Ross, Ruby	Polk
Ross, Virginia	Cass

Name	County
Rountree, Ruth	Greene
Routh, Alma	Dallas
Routsong, Lelia	St. Clair
Routsong, Lizzie Irene	St. Clair
Royster, Lee	Wright
Rozell, Mary	Greene
Ruberson, Ethel	Greene
Ruddick, Alvin	Barry
Rudder, Mabel	St. Louis
Rutherford, Pearl	Lawrence
Ryan, May	Wright
St. Louis, Hazel	Polk
Sade, Evalena	Douglas
Saffels, Mary	Dade
Salsbury, H. J.	Henry
Sanford, May	Jasper
Sanders, Blanche	Arkansas
Sanders, Claude	Lawrence
Sanders, Jim A.	Dallas
Sanks, Ada	Texas
Sanks, Trevor	Greene
Sannel, Fay	Lawrence
Sappington, Turner	Henry
Sater, Ben J.	Lawrence
Savage, Edna	Taney
Saxe, Wilma	Barry
Saylor, Jean	Jasper
Scarborough, Ray	Wright
Scarborough, W. T.	Wright
Schmitt, Anna	Greene
Schmitt, Eunice	Greene
Schmitt, Frida	Greene
Schneider, Ella	Laclede
Schockley, Lucile	Greene
Schupp, Kathel	Carter
Schwieder, Mildred	Greene
Scott, C. Jas.	Ripley
Scott, Gertrude	Stone
Scott, Lillian	Christian
Scott, Nellie	Polk
Scrivener, Irene	Greene
Scrivener, O. W.	Wright
Seabourne, Joy	Oklahoma
Seamster, Fred	Polk
Sechler, Alma	Polk
Sechler, Grace M.	Dallas
Seidner, Alma	Jasper
Sell, Ollie	Polk
Sell, Sherman	Webster
Selvidge, G. B.	St. Clair
Sewell, Granville	Gasconade
Seymour, Mary	Greene
Shadel, Mattie	Laclede
Shaddy, Vada	Wright
Shaffer, Bert	Dade
Shaffer, Mary	Christian
Shannon, Inez	Webster
Shannon, Lela L.	Newton
Sharp, S. W.	Pemiscot
Shaw, Elizabeth	Dade
Shaw, Rose	Dade
Shea, Eva	McDonald
Sheahan, Margaret	Jasper
Shelby, Grace	Laclede
Sheppard, Sybra	Shannon
Sherman, C. F.	Greene
Sherman, Hobart	Hickory
Sherman, David	Greene
Sherman, Jo. E.	Bates
Sherrill, Beatrice	Texas
Sherrel, Bertha	Jasper
Sherrow, Grace	Greene
Shields, Zola	Laclede
Shipman, Agnes	Jasper
Shipman, Winnie	Greene
Shipp, Ida	Greene
Shirkey, Doris	Jasper
Shirley, Grayce	Wright
Shive, Mildred	Barton
Shockley, Amy	Pulaski
Shockley, Lucile	Greene
Shoop, Cora	Crawford
Short, F. W.	Newton
Short, Noma	Greene
Showalter, May	Newton
Shreve, Mrs.	Greene
Shryock, Flora	Lawrence
Shuler, H. W.	Greene
Shull, Ollie	Howell
Sickles, Lillie	Howell
Siebs, A. H.	Greene
Siebs, Hilda	Greene
Siler, Orville	Newton
Simmons, Nell	Wright
Simon, Gladys	Wright
Simmons, Wade	Texas
Sims, Ethel	Jasper
Sisk, Ollen	Texas
Sisk, Utah D.	Texas
Skouby, Charlie	Gasconade
Slagle, Ada	Polk
Slagle, Floyd	Polk
Slater, Earl	Douglas
Slavens, Wylma	Greene
Sloan, Veva	Dade
Small, Enola	Greene
Small, Eleanor	Greene
Smallwood, Arthur	Wright
Smith, Austin	Pulaski
Smith, Bulas	Texas
Smith, D. R.	McDonald
Smith, Edyth	Newton
Smith, Eunice	Greene
Smith, Eunice N.	Laclede
Smith, Frank	Hickory
Smith, Fyrn	Barry
Smith, Gladys	Greene
Smith, Harold E.	Ozark
Smith, H. A.	Greene
Smith, Irris	Greene
Smith, Leona	Newton
Smith, Mabel	Maries

Name	County
Smith, Mrs. Mabel	Phelps
Smith, Pearl L.	Texas
Smith, Martha	Stone
Smith, Pansy	Jasper
Smith, Pauline	Hickory
Smith, Pearl	Greene
Smith, Stella	Texas
Smith, Velma	Lawrence
Smith, Winifred	Greene
Smith, W. E.	Greene
Smith, Zella	Cedar
Smithson, Bess	Greene
Smithson, Flossie	Greene
Smoot, Viola	Jasper
Smerdon, Wilma	Barry
Snider, Lola	Barry
Snoe, Sylva	Laclede
Sober, Marcella	Jasper
Souders, Nora	Crawford
Southard, Julia	Laclede
Spaid, C. L.	Jasper
Speaker, L. M.	Greene
Speight, Mary	Dade
Sparks, Jessie	Butler
Spencer, Will	Greene
Spradlin, Kirt	Stoddard
Sprague, Bertha	Dent
Spragg, Ella	Greene
Spur, Rachel	Greene
Spurgeon, Alfred	Maries
Spurgeon, Jessie	Maries
Spurgeon, Ray	Maries
Sreaves, Ethel	McDonald
Stafford, E. N.	Greene
Stafford, Lee	Greene
Stafford, Wm.	Taney
Stalcup, Effie	McDonald
Staley, Arrah B.	Greene
Standley, Iva	Jasper
Stapp, Ray	Dade
Starchich, Grace	Crawford
Steger, Mary S.	Wright
Steen, Logan	Gasconade
Steinert, Mayme	Greene
Stephens, Edoline	Barton
Stephens, Laura	Texas
Steuber, Alfred	Crawford
Steurnagel, Ardene	Crawford
Stevens, Bessie	Ozark
Stevens, Ethel Mae	Taney
Stevens, Genevieve	Pulaski
Stevens, Hazel	Pulaski
Stevens, Helen	Christian
Stevens, Opal	Ozark
Stevens, Lona Ethel	Jasper
Stevens, Pauline	Ozark
Stevens, Velda	Jasper
Stevens, Velma	Texas
Stever, Hester	Webster
Stewart, G. B.	Hickory
Stinnert, Florence	Christian

Name	County
Stires, Fay	Taney
Stockard, Chloe	Greene
Stockard, Orpha	Greene
Stokes, Viola	Webster
Stone, Ella	Greene
Stone, Eula	Webster
Stone, Florence	Dallas
Stone, Grace	Texas
Stone, Joyce	Wright
Stone, Ruby	Greene
Stonecipher, C. E.	Dent
Stoneking, Delpha	Jasper
Stoneking, Ruby	Jasper
Stoop, Mary	Texas
Stovall, Blanche	Franklin
Stover, Arthur	Howell
Strain, Thora	Greene
Straley, Grace	Greene
Strickland, Mattie L.	Greene
Stringfield, Dorothy	Dade
Stroup, Beulah	Oregon
Stuart, Jessie A.	St. Louis
Stuart, Willetta	Barton
Stubblefield, Park	Barry
Stucke, C. H.	McDonald
Stuckey, Eugenia	Jasper
Stuckey, Laura	Pulaski
Sullivan, Chrissie	Wright
Sullivan, Floyd M.	Christian
Sullivan, Mrs. J. C.	Greene
Sullivan, J. C.	Greene
Sullivan, Mrs. J. W.	Wright
Sullivan, J. W.	Wright
Sulmon, Gladys	Lincoln
Sumner, A. R.	Laclede
Summers, Jean	Stone
Sutler, Corinne	Newton
Suttles, P. A.	Lawrence
Sweeney, Ruth	Cass
Swezea, Carter	Carter
Swindle, Hattie	Barry
Swope, Edna	Greene
Syfan, Elizabeth	Greene
Talley, Aretha	Jasper
Talley, Frona	Jasper
Tarrant, Thalia	Dade
Tate, Jesse C.	Wright
Taylor, Frank	Oregon
Taylor, Grace	Oregon
Taylor, Mary	Howell
Taylor, Pearl	Howell
Teaford, Myrtle	Andrew
Templeton, Marie	Polk
Tennison, Ruth	McDonald
Teeple, Richard	Pulaski
Terry, Ollie	Lawrence
Teter, Adelaide	Jasper
Tetrick, James	Vernon
Tevault, Ethel	Shannon
Theurer, Ruby	Jasper
Thomas, Corda	Barry

Name	County
Thomas, George	Barry
Thomas, Lewis	Barry
Thomas, Mae	Dallas
Thomas, Orville	Greene
Thomas, Oscar	Greene
Thomas, Raymond	Lawrence
Thomas, Sallie	Stone
Thomas, V. E.	Greene
Thomas, Zella E.	Dallas
Thompson, L. C.	Polk
Thompson, Lloyd	Greene
Thompson, Nina Rose	Polk
Thompson, Pearle	Henry
Thompson, Susan	Webster
Thompson, Ursula	Stone
Thomson, Laura	St. Clair
Thomson, Robert	Greene
Thornhill, Gladys	Jasper
Thornhill, Lydia F.	Jasper
Thrasher, Mabel	Texas
Thurmond, Forestine	Greene
Tiffany, Edna	Greene
Tiffany, Harriet	Greene
Tiffany, Sylvia	Greene
Tiller, Brock	Greene
Tillery, Corlia	Laclede
Tillou, Allene	Greene
Tinsley, R. H.	Shannon
Todd, Broox	Wright
Todd, Evert	Wright
Todd, Verba	Webster
Tolbert, H. V.	Polk
Toler, Mabel	St. Clair
Tolerton, Alice	Greene
Toppass, John	Webster
Tracy, Claudia	Arkansas
Tracy, Nannie	Greene
Trentham, Orin	Greene
Treon, Pearl	Greene
Trogdon, Mabel	Greene
Troughton, Ethel	Lawrence
Trump, Gladys	Ozark
Tryon, Ruth	Jasper
Tucker, Elbert	Wright
Tucker, Florence	Greene
Tull, Paul	Polk
Tullis, Olive	Jasper
Turner, Elsie	Texas
Turner, J. H.	Harrison
Turner, J. Karl	Texas
Turrentine, Evans	Lawrence
Tyree, Edith	Crawford
Tyrrell, Eva	Texas
Umphries, Carrie	Greene
Umphries, Chestine	Greene
Underwood, Clarence	Pulaski
Underwood, Edna	Greene
Underwood, J. C.	Pulaski
Underwood, J. O.	Lawrence
Unger, Cora A. F.	Texas
Urschel, Anna	Howell

Name	County
Vaughan, Ethel	Dent
Vaughan, G. B.	Lawrence
Vaughan, Martha	Crawford
Vaughan, Mary	Greene
Vaughan, Russell	Polk
Veasman, H. L.	Greene
Veasman, Irene	Maries
Veasman, Sarah E.	Maries
Vermillion, Vida	Laclede
Vestal, John	Wright
Vicory, Maude	Newton
Viles, N. E.	Newton
Vincent, Della	Dallas
Van Buskirk, Ellen	Cedar
Van Buskirk, L. R.	Cedar
Van Trump, Chas.	Lafayette
Vodrey, Marie	Kansas
Wade, Ada	Barry
Waddell, Goldie	Jasper
Waddell, Paul	Greene
Waggoner, O. W.	Vernon
Wakefield, Nellie	Jasper
Walden, Ethel	Taney
Walden, Josie	Taney
Walker, Bradford	Wright
Walker, Ed	Greene
Walker, Edith	Texas
Walker, Maggie	Howell
Walker, Nola	Ozark
Wall, Fern	Barton
Wall, Minnie M.	Webster
Wallace, Letha	Webster
Wallis, Blanche	Greene
Walters, Stella	McDonald
Walton, Ora	Greene
Wammack, F. S.	Webster
Warren, Brycie	Jasper
Warren, Ruth	Dade
Warren, Stella	McDonald
Warner, Mrs. S.	Oklahoma
Wasner, F. E.	Greene
Waters, McCoy	Greene
Watson, Adrian	Polk
Watson, Agatha	Greene
Watson, Beulah	Barry
Watson, Eddie	Greene
Watson, Jewell	Greene
Wattles, Geo. S.	Shannon
Watts, Alice	Webster
Watts, Fannie	Howell
Wear, Madeline	Greene
Weatherford, Charlotte	Webster
Weatherwax, Iva	Christian
Weaver, Roy	Greene
Weaver, Ruby	Greene
Webb, Clint	Laclede
Weddle, Bertha	Laclede
Weddle, Della	Laclede
Weddle, Laymon	Laclede
Weidman, Ruby	Barton
Weir, Hester	Jasper

Name	County
Weeks, Mildred	Jasper
Welch, Luther	Maries
Wells, Faye	St. Clair
Wells, H. W.	Greene
Weltge, Clara	Lawrence
Weltge, Lena	Lawrence
Wendt, Gladys	Shannon
Wensel, Mabel	Douglas
Wenzel, Tillie	Maries
West, B. Frank	Christian
West, Clarence R.	Lawrence
West, Dee	Greene
West, Esther	Pulaski
West, Homer	Barry
West, Pansy	Greene
West, Mary	Barry
Wetzel, Mary J.	Dade
Wheeler, Cassie	Howell
Wheeler, J. Hugh	Dade
Wheeler, Olga	Greene
Whittaker, Flora	Greene
White, Mrs. Anna E.	Colorado
White, Blanche M.	Jasper
White, Libbie	Newton
White, Oral	Cedar
White, Raymond	Greene
Whitefield, Willis W.	Henry
Whittenberg, Lucy	Polk
Wicker, Dellie C.	Howell
Wickersham, Lucile	Greene
Wilkins, F. C.	Christian
Wilkinson, Herbert	Harrison
Wiley, Bernice	Newton
Wiley, Ralph	Stone
Willard, Fern	Laclede
Willard, Raymond	Laclede
Willard, Reuben	Oregon
Willcox, Ewing E.	Texas (state)
Willhite, Pearl	Christian
Williams, Arthur	Wright
Williams, Carrie	Shannon
Williams, Estella	Texas
Williams, Mabel E.	Webster
Williams, Margaret	Howell
Williams, Mary	McDonald
Williams, Myrtle	Dallas
Williams, O. H.	Greene
Williams, Rosalie	Cedar
Williams, Roy H.	Laclede
Williams, Roy V.	Texas
Williams, U. R.	Barry
Willim, Leota	Oklahoma
Wills, Mrs. Clara	Barton
Wilson, Clarence	Polk
Wilson, Cora	Barton
Wilson, Ellis	Greene
Wilson, Grace	Pulaski
Wilson, Jewel	Webster
Wilson, Katherine	Lawrence
Wilson, Laura	Greene
Wilson, Retha	Jasper
Wilson, Willice	Jasper
Windes, Eva	Carter
Wingo, Parker	Dallas
Winslow, Pearl	Webster
Wirt, Elsie	Osage
Wisdom, Ella	Linn
Wise, H. A.	Bates
Wise, H. A. Mrs.	Bates
Witty, Eldo	Oklahoma
Wolfe, Jo Anna	Newton
Wommack, Sidney	Greene
Wommack, Zelma	Webster
Wood, Emma	Lawrence
Wood, Florence	Texas
Wood, F. R.	Wright
Wood, Hazel	Jasper
Wood, Sylvia	Laclede
Woodbury, Katherine	Jasper
Wooldridge, Willa	Dade
Woolford, Chloe	Oregon
Woolford, Lulu	Greene
Woolford, Maude	Oregon
Workman, Pearl	Greene
Wright, Ben	Webster
Wright, Essie	Jasper
Wright, Florence	Hickory
Wright, Gladys	Greene
Wright, Louise	Greene
Wright, Mary	Greene
Wright, Nona	Barton
Wright, Zulah	Greene
Wyant, Florence	Phelps
Yates, Maude	Daviess
Yates, Ora	Webster
Yeoman, Emmett L.	Douglas
York, Monta	Pulaski
Young, Audrey	Wright
Young, Carrie	Arizona
Young, Elden	Camden
Young, Ethel	Jasper
Young, Katherine	Greene
Zulauf, Belle	Howell
Zulauf, Chloe	Howell

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The NORMAL BULLETIN

Catalogue Number

July Nineteen - Seventeen

Published by the FOURTH DISTRICT STATE NORMAL SCHOOL -:- SPRINGFIELD, MISSOURI

BULLETIN OF THE

MISSOURI STATE NORMAL SCHOOL

FOURTH DISTRICT

Vol. XII SPRINGFIELD, MO., JULY, 1917 No. 2

Catalogue Number
1917

PUBLISHED BY THE
FOURTH DISTRICT STATE NORMAL SCHOOL

Issued Quarterly
April, July, October and January

Entered as Second Class Matter at the Post Office at Springfield, Missouri, under the Act of Congress, July 16, 1893

Inland Printing Company Springfield, Mo.

SCHOOL CALENDAR

1917-1918.

Registration for Fall Term—Monday, September 10.
Class Work begins for Fall Term—Tuesday, September 11.
Annual School Picnic—Friday, October 5.
Girls' Annual Reception—Hallowe'en, October 30.
Fall Term closes—Wednesday, November 28.
Registration for Winter Term—Monday, December 3.
Christmas Vesper Service—Sunday, December 16.
Christmas Vacation—Friday, December 21, to Wednesday, January 2.
Boys' Annual Reception—Valentine, February 14.
Winter Term closes—Friday, March 1.
Registration for Spring Term—Monday, March 4.
Faculty Annual Reception—Saturday, April 6.
Easter Vesper Service—Sunday, April 7.
New Classes for Approved Grades—Monday, April 15.
Annual High School Track Meet—April 27.
Baccalaureate Address—Sunday, May 19.
Spring Term closes—Thursday, May 23.
Commencement and Alumni Banquet—May 24.
Registration for Summer Term—Monday, May 27.
End of First Approved Grades—June 28.
Summer Term closes—Thursday, August 1.

BOARD OF REGENTS

W. N. EVANS, West Plains.
PHIL S. GRIFFITH, Greenfield. } Term expires January, 1923.

I. GLASER, Springfield.
J. H. CASE, Marshfield. } Term expires January, 1921.

J. J. SCHNEIDER, Springfield.
W. S. CANDLER, Mountain Grove. } Term expires January, 1919.

U. W. LAMKIN, State Superintendent Public Schools, Ex-Officio.

OFFICERS.

J. J. SCHNEIDER, Springfield, President of Board.
W. S. CANDLER, Vice-President of Board.
FRANK C. MANN, Springfield, Secretary of Board.
JOHN T. YOUNG, Springfield, Treasurer of Board.
W. T. CARRINGTON, President of the School.

COMMITTEES.

Organization and Teachers Committee.

W. N. EVANS, J. H. CASE, W. S. CANDLER,
U. W. LAMKIN, State Superintendent Public Schools.
J. J. SCHNEIDER, Ex-Officio Chairman.

Executive Committee.

W. S. CANDLER, PHIL S. GRIFFITH, I. GLASER,
J. J. SCHNEIDER, Ex-Officio Chairman.

THE FACULTY

Biographies Published at Request of Committee of Normal School Presidents on "Surveys and Standards."

W. T. CARRINGTON, M. S. D. (Kirksville), A. M. (McGee)
President.

Preparation: Sugar Grove Academy, 1867–1871; Westminster College, McGee College, Kirksville Normal School, 1871–1879; M. S. U., Summer, 1897.

Experience: Rural Schools, Callaway County, 1872–1875; Principal, Piedmont, 1876–1878; Arrow Rock, 1878–1879; Oak Ridge, 1879–1881; Superintendent, Cape Girardeau, 1881–1883; County Commissioner, Cape Girardeau County, 1881–1883; Chief Clerk, State Department of Education, 1883–1887; Editor Missouri School Journal, 1883–1887; Principal Springfield High School, 1887–1892 and 1895–1899; Superintendent, Mexico, 1892–1895; President State Teachers' Association, 1888; State Superintendent Public Schools, 1899–1907; State Director N. E. A., 1899–1903; Member N. E. A. Committee on Agriculture in Rural Schools, 1904–1906; Chairman N. E. A. Committee on Uniform Standards in Normal Schools, 1909–1912; President Springfield State Normal School, 1907–.

MRS. AZALIA BADGLEY, B. A. (Hardin), M. Pe. (Springfield)
Drawing.

Preparation: Hardin College, both Literary and Art; Washington University, Art, 1910–1911; Springfield State Normal School, 1912–1915.

Experience: Assistant in Art, Summer Terms Springfield State Normal School, 1913, 1914, 1915; Assistant in Charge of Drawing, Springfield State Normal School, 1915–.

ANNA LOU BLAIR, B. Pe. (Springfield), A. B. (Missouri Valley College), Graduate of Tilly Institute, Berlin, Germany, Member Phonetic Association.
German.

Preparation: Missouri Valley College, 1902–1905; University of Missouri, Summers, 1906–1907; Springfield State Normal School, Summer, 1908; University of Chicago, Summer, 1909; Tilly Institute, Berlin, Germany, 1912–1913.

Experience: German and History, Springfield High School, 1905–1908; Springfield State Normal School, 1908–.

MRS. ELIZABETH BRAGG, B. Pe. (Springfield)
Grade Supervisor.

Preparation: Shelbina High School, 1888–1892; Shelbina Collegiate Institute, Springs and Summers, 1894–1895; Extension Courses, M. S. U., 1906; Springfield State Normal School, Summers, 1909, 1910, 1911, 1912; University of Chicago, 1915.

Experience: Rural Schools, Shelby County, 1893–1896; Grades, Hunnewell, 1896–1897; Shelbina, 1897–1905; Principal, Elementary Schools, Shelbina, 1908–1911; County Institutes, Shelby County, Summers, 1904–1905; Springfield State Normal School, 1912–.

A. W. BRIGGS, Graduate Y. M. C. A. College, Springfield, Mass.
Department Physical Training.

Preparation: Salem (Massachusetts) High School; Y. M. C. A. College, Springfield, Massachusetts, –1907; Harvard University, 1916.

Experience: Y. M. C. A., Boston, 1901–1903; Y. M. C. A., Gloucester, Massachusetts, 1908; University Preparatory School, Tonkawa, Oklahoma, 1909–1912; Springfield State Normal School, 1912–.

MRS. THEODOSIA TUCKER CALLAWAY, B. Pe. (Warrensburg)
Supervisor Junior High School.

Preparation: Ward Seminary, Nashville, Tennessee 1890–1891; Warrensburg Normal School 1908–1910; Columbia University 1910–1911.

Experience: Grades, Lamar, 1893; American College for Girls, Constantinople, 1911–1914; Springfield State Normal School, 1914–.

MRS. AGNES DADE-COWAN
Vocal.

Preparation: Springfield High School, 1887–1891; Conservatory of Music, 1883–1891; Percy Hemus Studios, 1895–1901; Special Study, New York City, 1906–1917, including Oratorio and Opera and Community Singing.

Experience: Teacher of Piano, Springfield, 1901; Voice and Piano, Wyandotte Indian School, 1902; Accompanist, Hemus Studios, 189[illegible]897; Soloist, Cumberland Church, 1895–1896; Organist, Episcopal Church, 1897–1898, Soloist, Calvary Church, 1907; Soloist, Madison Avenue Presbyterian Church, New York, 1911; Director and Soloist, South Street Christian Church, 1908–1917; Voice Studio, Springfield, 1905–1912; Voice Department, State Normal School, 1912–.

VIRGINIA J. CRAIG, A. B. (Drury), A. M. (Washington University), Ph. D. (University of Pennsylvania)
Department of English.

Preparation: Maryville High School, 1892–1893; Springfield High School, 1894–1896; Drury College, 1897–1901; Washington University, 1902–1904; Holder of Moore Fellowship, University of Pennsylvania, 1904–1905; Holder of Bennett Fellowship, University of Pennsylvania, 1905–1906; Travel in England, Scotland, France, Italy, 1911.

Experience: High School, St. Charles, 1901–1904; Wellesley College, 1909–1910 (on leave of absence); Springfield State Normal School, 1906–.

WILLIAM ATHERN DAGGETT, A. B. (Drury)
Librarian.

Preparation: Tabor Academy, Marion, Massachusetts, 1891–1893; Drury Academy, 1893–1895; Drury College, 1895–1899; Springfield State Normal School, 1906; Student Technical Library Methods, University of Chicago.

Experience: Assistant Librarian, Drury College, 1894–1899; Assistant Principal and Mathematics and Science, Rogers Academy, Rogers, Arkansas, 1899–1901; History, Springfield High School, 1901–1907; Military Tactics, Drury College, 1901–1902; Springfield Private Normal School, Summer, 1905; Springfield State Normal School, 1907–.

MARY ELIZABETH DAVIS, B. Pe. (Warrensburg), B. S. in Ed. and A. B. (M. S. U.), A. M. (Columbia University)
Literature and Grammar.

Preparation: Warrensburg State Normal School, 1890–1900; University of Chicago, Summer, 1901; University of Missouri, 1909–1911; Columbia University, 1916–1917.

Experience. Sarcoxie Public Schools, 1892–1896; English, Webb City High School, 1896–1904; Joplin High School, 1904–1909; Springfield State Normal School, 1911–.

J. D. DELP, B. Pe. (Springfield)
Bookkeeping and Penmanship.

Preparation: High School Department of Cumberland College, Rose Hill, Virginia, 1886–1887; Noble Academy, 1888; Arno High School, 1889; Ava High School, 1890–1892; Springfield Private Normal School, 1895–1896; Springfield State Normal School, 1912–1913.

Experience: Rural Schools, 1889–1898; Springfield Private Normal School, 1898–1904; Superintendent, Richland Public Schools, 1904–1907; Springfield Business College, 1907–1908; Springfield High School, 1908–1914; Springfield State Normal School, 1914–.

ROY ELLIS, B. Pe. (Springfield), A. B. (M. S. U.), A. M. (Harvard)
History and Economics.

Preparation: Hartville High School, 1903–1906; Springfield State Normal School, 1909–1911; M. S. U., 1912–1914; Harvard, 1916–1917.

Experience: Rural Schools, Wright County, 1906–1909; Principal, Texarkana, Arkansas, 1911–1912; Warrensburg State Normal School, Summers, 1914–1915; Superintendent, Greenfield, 1914–1916; Springfield State Normal School, 1917–.

ELIZABETH FAULKNER, B. S. in Ed., A. B. (M. S. U.)
English.

Preparation: Lamar High School, 1887–1891; Warrensburg Normal School, 1891–1892, Summers 1898–1899; M. S. U., 1905–1907, Summers 1905, 1907, 1908; Columbia University, 1914–1915.

Experience: Grades, Lamar, 1892–1896; English, Lamar High School, 1896–1899; Principal, Lamar High School, 1899–1905; Carthage High School, 1907–1908; Springfield State Normal School, 1909–.

W. Y. FOSTER, B. Pe., B. S. in Ed. (Springfield)
Administration.

Preparation: Kansas City Public Schools, 1885–1893; Warrensburg State Normal School, Summers, 1900, 1902, 1903, 1905; M. S. U., Summer, 1901; Springfield State Normal School, 1908–1916.

Experience: Rural Schools, Cedar County, 1896–1899; Vernon County, 1899–1902; Principal, Walker, 1902–1903; Teacher, English, Nevada High School, 1903–1905; Principal, Schell City, 1905–1907; County Superintendent, Vernon County, 1907–1915; Board of Regents, Springfield, 1913–1915; Springfield State Normal School, 1915–.

NORMAN FREUDENBERGER, A. B. and A. M. (M. S. U.), A. M. (Harvard)
Department of Foreign Languages.

Preparation: M. S. U., 1894–1897, 1899–1901; Harvard, 1901–1902 (Holder of Scholarship Awarded by the St. Louis Harvard Alumni); M. S. U., 1902–1903.

Experience: Rural Schools, 1897–1898; Principal, High School, Higginsville, 1898–1899; Principal, High School, Greenfield 1903–1905; Private Academy (Student Teacher), 1899–1901; Superintendent, Everton, 1905–1906; Latin, Cape Girardeau State Normal School, 1906–1907; Springfield State Normal School, 1907–.

CHARLES B. GENTRY, Pd. B., Pd. M., A. B. (Warrensburg), S. B. (University of Chicago)
Department of Agriculture.

Preparation: Drexel High School, 1904; Warrensburg Normal School, 1904–1911; M. S. U., Summers, 1909, 1911; University of Chicago, 1911–1912.

Experience: Rural Schools, Cass County, 1904–1905; Mathematics, Boonville High School, 1908–1909; Principal High School and Science Teacher, Boonville, 1909–1911; Agriculture, State Normal School, Conway, Arkansas, 1912–1914; Springfield State Normal School, 1914–.

ELSIE GREATHEAD, B. S. in Ed. and Special Diploma in Supervision (Columbia University)
Grade Supervisor.

Preparation: Public Schools, McConnellsburg, Pennsylvania, 1887–1898; Southwestern State Normal School, California, Pennsylvania, 1899–1901; Ohio University, Athens, Ohio, 1909–1913; Columbia University, New York, 1913–1914.

Experience: Grades, McConnellsburg, Pennsylvania, 1901–1904; New Kensington, Pennsylvania, 1904–1907; Johnstown, Pennsylvania, 1907–1909; Training School of Ohio University, Athens, Ohio, 1909–1913; Springfield State Normal School, 1914–.

ESTELLE HINTON, B. S. in Ed. (Columbia University)
Primary Supervisor.

Preparation: St. Mary Academy, Austin, Texas, 1888–1890; Smith's Academy, Austin, Texas, 1890–1892; Summer Schools, Eureka Springs, Arkansas, 1895, Cook County Normal, 1900; Columbia University, 1902, 1903, 1904, 1905, 1915; Extension Courses, Chicago University, 1903–1915; Drury College, 1912.

Experience: Grades, Athens, Arkansas, 1897–1899; Primary, Springfield, 1899–1901; Primary Supervisor, Warrensburg State Normal School, 1901–1912; Springfield State Normal School, 1912–.

CHRISTIANA HYATT, B. Pe. (Cape Girardeau), Graduate Comnock School of Oratory, of Northwestern University
Expression.

Preparation: De Soto High School, 1894–1898; Cape Girardeau Normal School, Summers, 1902, 1903, 1904, 1905, 1906; 1906–1908; Cumnock School of Oratory, 1908–1909; Chicago University, 1915, and Summer, 1916.

Experience: Rural Schools, Jefferson County, 1896–1898; Grades, De Soto, 1898–1906; Springfield State Normal School, 1909–.

THEO. W. H. IRION, Pd. B. (Cape Girardeau), A. B., B. S. in Ed. (M. S. U), A. M. (Columbia University)
Psychology and History of Education.

Preparation: Cape Girardeau Normal School, –1904; M. S. U., –1911; Columbia University, 1915–1916.

Experience: Rural Schools, 1904–1906; Teacher of Science and German, Boonville High School, 1906–1909; Principal, Boonville High School, 1908–1909; Supervisor of the Teaching of German, M. S. U. High School, 1910–1911; Director of the Summer Session of the Training School, Cape Girardeau Normal School, Summer, 1911; Acting President of Stephens College, 1911–1912; Springfield State Normal School, 1912–.

HENRIETTA L. KELLER, B. Pe. (Springfield)
Piano.

Preparation: Mountain Grove High School; Springfield State Normal School, 1910–1912; Springfield State Normal School, Summers, 1913, 1914, 1915.

Experience: Springfield State Normal School, 1912–.

C. P. KINSEY, B. M. (Chicago Musical College)
Department of Music.

Preparation: Chicago Musical College, 1893, 1902, 1908; Berlin, 1907–1908; Columbia University, 1917; Pupil of Dudley Buck.

Experience: Springfield Private Normal School, 1900–1906; Springfield State Normal School, 1906–.

MRS. C. P. KINSEY, Graduate Conservatory of Music (Stanberry)
Piano.

Preparation: Normal School Conservatory of Music, Stanberry, 1896–1900; Pupil of August Spanuth, Gustav Pohl, and William Kritsch, Berlin, Germany, 1907–1908.

Experience: Springfield Private Normal School, 1900–1906; Springfield State Normal School, 1906–.

D. T. KIZER, A. B., A. M. (Wittenberg), M. D. (Starling Medical College)
Biological Sciences.

Preparation: Lawrenceville, Ohio, High School, 1874–1876; Wittenberg College, 1877–1878, 1895–1896; Lebanon, Ohio, Normal School, 1878–1879; Northern Indiana Normal School, 1880, 1893; Starling Medical College, 1886–1888; Chicago University, Summers, 1906–1907, Fall, 1915.

Experience: Rural Schools, Ohio, 1876–1877; Lawrenceville, Ohio, High School, 1881–1884; Principal, Rockway, Ohio, School, 1884–1886; Practiced Medicine, Ohio, 1888–1892; Stanberry Normal School, 1893–1895; Campbell College, 1896–1898; Springfield Private Normal School, 1898–1906; Springfield State Normal School, 1906–.

JESSIE KITE, B. Pe. (Springfield)
Physical Training.

Preparation: Springfield High School, 1906–1910; Springfield State Normal School, 1910–1912; Teachers' College, New York, 1912–1913.

Experience: Director Physical Training, Stephens College, 1913–1917; Springfield State Normal School, 1917–.

ADAH LEWIS, B. S., M. S. (Kansas State Agricultural College)
Department of Home Economics.

Preparation: Manhattan, Kansas, High School, 1899–1903; Kansas State Agricultural College, 1903–1911.

Experience: Chemistry Assistant, Kansas State Agricultural College, 1907–1911; Girls' Home Economics Clubs of Kansas, 1911–1912; Lecturer in Home Economics, Extension Service, Kansas State Agricultural College, 1912–1914; Springfield State Normal School, 1914–.

W. H. LYNCH, A. B., A. M. (M. S. U.)
Visitor.

Preparation: Lathrop Academy, 1858–1860; M. S. U., 1865–1868; Harvard, Summer, 1903.

Experience: Rural Schools, Texas County, 1860–1862; Principal, Steelville, 1866–1870; St. James, 1870–1872; Salem, 1872–1884; Superintendent, West Plains, 1884–1887; Mountain Grove, 1887–1896; President, West Plains College, 1896–1898; Superintendent, Mountain Grove, 1898–1903; Salem, 1903–1905; Cabool, 1906–1909; Ozark, 1909–1911; Springfield State Normal School, 1911–.

CHARLES E. MARSTON, B. S. (Drury), A. M. (Drury)
Dean and Department of Science.

Preparation: Springfield High School, 1889–1893; Warrensburg Normal School, 1896, 1898; M. S. U., 1898–1899; Drury College, 1900–1910; Wisconsin University, 1907–1908; Geographic Field Work, Europe, 1907; Great Lakes Region, 1916.

Experience: Rural Schools, Hickory County, 1894–1895; Wheatland High School, 1896; Morrisville College, 1897; Springfield High School, 1898–1906; Author Geography of Missouri; Member National Geographic Society; Springfield State Normal School, 1906–.

MARY C. MCCORMACK
Manual and Applied Arts.

Preparation: Springfield High School, 1900–1904; Drury College, 1904–1906; Art Institute of Chicago, 1906 and 1916; Chicago Academy of Fine Arts, 1908; School of Fine Arts, Chicago, 1910–1911; Springfield State Normal School, 1914–1916; Chicago University, 1916; Pupil in the Studios of Matilda Middleton, Mabel C. Dibbs, Mrs. A. A. Frazee, and Charles A. Herbert.

Experience: School of Fine Arts, Chicago, Summers, 1911–1912; Private Studio, 1909–1915; Springfield State Normal School, Summers, 1915–1916; 1916–.

S. F. MYERS, Graduate College of Music (Sedalia) and Chicago Musical College
Violin, Band and Orchestra.

Preparation: Windsor High School, 1897–1901; College of Music, Sedalia, 1901–1903; Chicago Musical College, 1904–1905.

Experience: Colt Conservatory, Clinton, 1905–1906; Director, College of Music, Sedalia, 1907–1908; Springfield State Normal School, 1909–.

ANNA LOUISE NIXON, B. Pe. and B. S. in Ed. (Springfield), A. B. (Drury)
History.

Preparation: Lebanon High School; Monticello Seminary, 1901–1903; Teachers' College, St. Louis, 1908–1910; Springfield State Normal School, 1910–1911; Drury College, 1911–1912.

Experience: Drury Academy, 1911–1912; Hannibal High School, 1912–1913; Springfield State Normal School, 1914–.

M. A. O'REAR, B. S. in Ed., A. B. (M. S. U.)

Department of Education and Director of Training School.

Preparation: Centralia High School, 1885–1889; M. S. U., 1890–1907; Chicago University, Summers, 1915, 1916, 1917.

Experience: Rural Schools, Audrain County, 1888–1891; Principal, Renick, 1891–1893; Columbia High School, 1893–1894; Centralia High School, 1894–1898; Superintendent, Sweet Springs, 1898–1903; Boonville, 1903–1913; Member State Reading Board, 1907–1910; Vice-President State Teachers' Association, 1908–1909; Member Executive Committee State Teachers' Association, 1914–; Springfield State Normal School, Summer, 1912, 1913–.

GRACE PALMER, B. Pe. (Springfield), A. B. (Drury)

Assistant Librarian.

Preparation: Springfield High School, 1901–1905; Drury College, 1905–1909; Springfield State Normal School, 1909–1910.

Experience: Grades, Alton, 1910–1911; High School, Marionville, 1911–1912; Springfield State Normal School, 1912–.

ELIZABETH PARK, B. S., M. S. (Drury)

Dean of Women.

Preparation: Drury Academy, 1881–1885; Drury College, 1885–1889; Private Instruction, 1890–1891; Chicago University, Summer, 1902.

Experience: Rural Schools, Greene County, 1889–1890, 1891–1892; Grades, Lawrence County, 1890–1891; Greene County, 1893–1895; High Schools, Greene County, 1895–1897; Principal, Mount Vernon Academy, 1897–1900; Instructor Mathematics, Springfield Private Normal School, 1900–1906; Mathematics, Springfield State Normal School, 1906–1909; Springfield State Normal School, 1909–.

SUE SCOTT PERKINS, P. Be. (Warrensburg), B. S. in Ed., A. B. (M. S. U.), A. M. (University of Chicago)

Department of Mathematics.

Preparation: Warrensburg State Normal School, 1900–1902; M. S. U., 1909–1910; University of Chicago, 1915–1916.

Experience: Grades, Peirce City, 1896–1900; High School, Peirce City, 1902–1903; Joplin, 1904–1909; Springfield State Normal School, 1910–.

MOINA PRATOR, B. S. (University of Chicago)

Science.

Preparation: Dallas, Texas, High School, –1900; University of Chicago, 1909–1916.

Experience: Rural School, Oklahoma, 1903–1904; Grades, Mangum, Oklahoma, 1900–1901; Dallas, Texas, 1906–1910; Geography, Elementary School, Clarksville, Texas, 1904–1906; Dallas High School, Dallas, Texas, 1910–1913; Springfield State Normal School, 1916–.

JAMES W. SHANNON, Ph. M. (University of Wisconsin)

Department of History.

Preparation: Oconomowoc, Wisconsin, High School, 1894–1898; Milwaukee, Wisconsin, Normal School, 1903–1905; University of Wisconsin, 1906–1908, 1914–1915.

Experience: Rural Schools, Jefferson and Washington Counties, Wisconsin, 1898–1903; Principal, Hilbert Junction, Wisconsin, 1905–1906; Springfield State Normal School, 1908–.

BLANCHE ALBERTA SKINNER, B. S. in Ed. (Columbia University), Diploma in Supervision of Elementary Schools (Columbia University)

Supervisor Rural School.

Preparation: Normal, Illinois, High School, 1896–1900; Illinois State Normal University, 1900–1903, 1910–1911; Columbia University, 1914, 1916–1917.

Experience: Elementary Schools, Bloomington, Illinois, 1903–1908; Tucson, Arizona, 1909–1910; Supervisor Grades 3 and 4, Springfield State Normal School 1912–1914; Observation and Methods in Story Telling and Nature Study, Springfield State Normal School, 1914–.

ADDA M. STARRETT, B. Pe. (Greeley, Colorado), B. S. in Ed. (Columbia University), Diploma in Elementary Supervision (Columbia University)

Supervisor Junior High School

Preparation: High School, Lancaster, Missouri, 1897; M. S. U., 1899–1901; Chicago University, 1903; State Teachers' College, Greeley, Colorado, 1910; Columbia University, 1916–1917.

Experience: Grade and Rural Teaching, 1896–1899; High School, Shelbina, 1902–1908; Springfield State Normal School, 1912–.

A. P. TEMPLE, B. S. (Ohio Wesleyan)

Chemistry and Physics.

Preparation: Ohio Wesleyan, 1894–1898; Chicago University, 1898–1899, 1906–1907.

Experience: High School, Stevens Point, Wisconsin, 1900–1902; Owosso, Michigan, 1902–1906; Springfield State Normal School, 1907–.

FRANK F. THOMPSON, B. L., M. A. (M. S. U.)

Rural Education.

Preparation: Stockton High School, 1881–1883; Private Instruction, 1884–1885; M. S. U. Preparatory Department, 1891–1892; M. S. U., 1892–1896; Harvard University, Summer, 1903; Chicago University, Summer, 1907; M. S. U., 1909–1910; Columbia University, 1916–1917.

Experience: Rural Schools, Pulaski County, 1885–1891; Principal, Polo, 1895–1903; County Commissioner, Caldwell County, 1897–1901; Superintendent, Canon City, Colorado, 1903–1909; Marshall, 1910–1912; Springfield State Normal School, 1912–.

THOMAS J. WALKER, B. Pe., B. S. in Ed. (Springfield)

American History and Civics.

Preparation: Mountain Grove and Hartville High Schools; Springfield State Normal School, Summers, 1906, 1907, 1908, 1909, 1910, 1911, 1912 and 1913; Correspondence and Extension Work, 1911–1916; M. S. U. (Extension), 1916–1917.

Experience: Rural Schools, Wright County, 1892–1898; Grades, Wright County, 1898–1901; Commissioner of Schools, Wright County, 1899–1901; Principal, Norwood, 1901–1906; Superintendent, Seymour, 1906–1911; Morris, Oklahoma (Consolidated), 1911–1913; Springfield State Normal School, 1913–.

BERTHA WELLS, B. Pe. (Springfield), A. B. (Drury)

Latin.

Preparation: Kirksville Normal School, 1900–1901; Springfield State Normal School, 1906–1914; Drury College, 1914–1915.

Experience: Grades, Rea, 1901–1902; Latin, Lamar High School, 1910–1914; Springfield State Normal School, 1915–.

MARY A. WOODS, B. Pe. (Springfield), A. B. (Drury)

English.

Preparation: Mount Vernon High School, 1902–1906; Springfield State Normal School, 1908–1909; Drury College, 1911–1912; Summer Schools, Springfield and M. S. U., 1907–1913.

Experience: Rural Schools, 1906–1907; Grades, Mount Vernon, 1907–1908; English, Mount Vernon High School, 1909–1911; West Plains High School, 1912–1913; Springfield State Normal School, 1913–.

THE WORK OF THE NORMAL SCHOOL.

The State Normal School, Fourth District, opened its first term June 11, 1906. After eleven years of work, it offers opportunities for thorough scholarship and for excellent preparation for all grades of public school teaching.

It enrolled in its first term (1906) 543; in its last term (1917) 1244; in its largest term (1916)1622.

The total enrollment by years for eleven years has been 934, 1087, 1237, 1388, 1408, 1724, 2018, 2166, 1899, 2179, 1797.

The average daily attendance by years for eleven years has been 315, 360, 427, 498, 516, 627, 781, 849, 786, 874, 738.

RULES AND REGULATIONS.

Unless excused for cause students are expected to be present at all general exercises of the school and must be present at every regular recitation and perform faithfully the duties assigned them.

No student shall discontinue a study except for good cause, of which the department teacher and the president of the faculty shall be the judges.

At all times the conduct of students must be such as becomes ladies and gentlemen. Attendance at questionable resorts and participation in questionable amusements and parties are strictly prohibited.

Students leaving school without being regularly excused by the president will be considered suspended.

Privileges and excuses must be obtained from the president of the faculty or from the dean in the absence of the president.

For all absences from class excuse should be given to the teacher in charge.

All students should keep the office informed in regard to their boarding places in order that telegrams, telephone calls and visitors may find them easily.

PERSONAL ADVICE.

Bear in mind that the good name of any organization depends upon the character of its individual members. Be choice in your selection of intimate companions.

Be prompt and regular in attendance at all places where you are expected to be. A reputation for so doing is above price.

Give special attention to the laws of health and your physical well-being. The body is the temple in which the spirit dwells.

Be courteous to every one, especially to teachers, fellow-students, and those with whom you board. Feel free to counsel with your teachers; regard them as personal friends.

Remember that the student is not simply preparing for life, but is now having a life, which is as important and significant as that of later years.

Be governed by the same rules affecting the rights of others that controlled you before entering school, and will govern you when school days are over.

Do not undervalue church privileges. Identify yourself in some way with a church whether you are a member or not. Remember church attendance while a student will add much to your personality and influence for good when a teacher.

Remember your agreements. Be honest with the school as with an individual. Meet all obligations promptly.

Have the courage of your convictions and stand firmly and kindly for the right. School-life affords many opportunities for exercising this element of character. Be helpful to your fellow-students.

Write frequently to your home people, especially to your mother. Do not spend much time in idle correspondence. The losses will be greater than the gains.

HEALTH AND COMFORT.

The school has not been greatly troubled with contagions and epidemics. Good, pure water, mountain air and golden sunshine make it easy to guard the health of students. One member of the faculty is a graduate in medicine and is charged with the duties of a health commissioner. He keeps everything in excellent sanitary condition in and around the school premises. Getting sick in Springfield is usually a case of carelessness. No one will ever become ill on account of conditions at the school.

The school physician will be glad to consult with and advise students on questions of health. No charge is made for consultation and advice and students should consult him freely.

A woman's rest room is properly furnished and kept constantly in reserve for cases of temporary illness or emergencies.

The Dean of Women will be of service to the young ladies. They are requested to report all cases of illness to her and to inform her of any change in boarding place. They should consult her freely upon any topic that concerns their welfare and thus take advantage of her large experience in meeting problems similar to theirs. She is their guardian for the time.

Enter On Time.

The best time to enter school is at the beginning of a term. New classes are formed at the beginning of each term and at the middle of the spring term and at no other time. A student is at a great disadvantage when he begins a new subject even a few days late.

Conditions of Admission.

Applicants for admission must be sixteen years of age and must furnish satisfactory evidence of good moral character.

Students entering for the first time should bring with them statements of grades from any classified high school or accredited institution. Students who do not bring such credentials must take examinations.

All persons of public school age are advised to complete a course in the high school of their home districts if it is approved. No one can afford to attend an unapproved school. Persons over twenty-one years of age will be admitted and classified on presentation of evidence of scholarship sufficient to do the work.

Making a Schedule.

The following is the order of procedure in making schedules:

1. Consult members of the faculty and former students who will be found about the building wearing badges marked "Information." Any of them will gladly answer any questions and give general directions.

2. Go to the cashier in the office and secure receipt for incidental fee.

3. Present your credentials to the president. He will direct you to the committee on examination or to some member of the classification committee.

4. Members of classification committee will study your credentials and the daily program with you and make out your classification (yellow) card.

5. Present the classification (yellow) card to the president for his approval. Then take this classification (yellow) card to the registrar in the office and secure a program (white) card.

6. Purchase books by your program (white) card at the book store in the basement. The storekeeper will tell you what books you need.

7. Visit the class rooms to which you are assigned and find the assignment of the first lessons written on the board.

8. Have lessons prepared for the first day of class work and report promptly for classes as per schedule.

Entrance Examinations.

All persons entering for the first time who expect credits for work done in unclassified high schools or unaccredited academies and colleges will be required to take examination. Examinations will be given the first week of each term as follows: Language and special subjects, Wednesday afternoon; English and History, Thursday afternoon; Mathematics and Science, Friday afternoon; unfinished on Saturday.

BOARDING.

Many find boarding in private families for $4.50 to $5.00. There are many excellent private boarding houses within a few blocks of the school.

Others rent rooms and board themselves. These get just what they want at from $3.00 to $4.00 per week for room and board.

There are clubs of young men and young women separate, in which ten or more arrange for meals at one place and rooms at another. This costs them from $3.00 to $4.00 per week for room and board.

IRVINGTON HALL.

The school home for young women is under the control of the school and accommodates sixty-four young women. It is heated by steam, lighted by electricity, well ventilated, and has six toilet rooms with a bathtub in each, supplied with both hot and cold water. It is well managed and provides excellent accommodations for the least money. Meals $3.00 per week. All rooms are rented by the month in advance for $8.00 per month whether occupied by one or two persons. Board and room with all modern conveniences costs just $4.00 per week. Students are expected to bring a counterpane and a comfort or blanket, also furnish their own towels. Rooms in dormitory should be engaged early.

INCIDENTAL FEE.

There is no tuition fee. The State pays salaries of the faculty. An incidental fee is charged to pay for heating, lighting, cleaning and repairing the building and in taking care of the property, for library, literary and athletic purposes.

The incidental fee is $9.00 for each and every term, paid in advance. No one is enrolled for less than half a term. Any one enrolling at the beginning of the term or before the middle of term will pay fee for full term; others half of the fee.

Incidental fees in part are refunded on account of protracted illness. Not more than half will be returned at any time, and none after the middle of term.

No pupil will be enrolled in classes without showing receipt for incidental fee.

NECESSARY EXPENSES FOR YEAR.

Expenses for three terms (9 months)	Minimum	Maximum
Room rent, 36 weeks at 75c to $1.25	$ 27.00	$ 45.00
Board, 36 weeks at $3.00 to $3.50	108.00	126.00
Incidental fee	27.00	27.00
Books, tablets, pencils, etc	8.00	12.00
Laundry and other incidentals	10.00	15.00
Total for year of 36 weeks	$180.00	$225.00
For a term of 12 weeks, one-third of above	60.00	75.00

CONCERNING ROOMING HOUSES.

Men and women students should not room in same house. The dean of women will keep a list of good approved boarding places for young women and no young woman will arrange for boarding place until it has been listed by the dean of women. No place will be so approved and listed unless it has been pledged to keep only one sex. Exceptions will be made in case it is a small home and those keeping same are old acquaintances of the students and are well known to all parties concerned.

Parents and friends of students should give them positive advice touching this matter. The school authorities must not be held responsible for conduct unless this warning is heeded.

REGULATIONS.

Persons renting rooms to Normal School students should keep girls only or boys only in the house.

A reception room should be furnished for students in which to entertain their company at all proper times.

Under no circumstances shall young women be allowed to receive young men callers in their own rooms.

All who keep student roomers should see that they are in their rooms after 10:30 p. m. and that all callers coming to spend the evening shall leave by 10:00 p. m.

In case of contagious disease an immediate report must be sent to the president, the school physician, or to the dean of women.

FREE SCHOLARSHIPS.

Graduates of rural and high schools in the twenty-two (22) counties of the Fourth District will be given free incidental fee if used within twelve months from date of graduation, as follows:

One rural graduate in any county—three terms—value $27.00.

One rural graduate in any municipal township—one term—value $9.00.

One graduate of first class high school—three terms—value $27.00.

One graduate of second class high school—two terms—value $18.00.

One graduate of third class high school—one term—value $9.00.

The county superintendent determines what rural graduates are entitled to free scholarship—one of best three.

The principal of each high school determines what high school graduate is entitled to a free scholarship—one of the best five.

CERTIFICATES AND DIPLOMAS

The state superintendent issues a Rural Certificate on the recommendation of the faculty of the Normal School. The Normal School issues a Regents' Certificate. Both of these certificates are legal qualifications to teach for two years, the first in any rural school in Missouri, the second in any public school in Missouri.

The Normal School issues three grades of diplomas. The first qualifies for teaching in elementary schools; the second for teaching in high schools; the third grants the Bachelor's Degree in Education. These diplomas are all life licenses to teach in Missouri.

It is important that students learn how to classify themselves and to find out from this bulletin how near they are to completing the course which will entitle them to one or the other of these certificates or diplomas.

We present below in tabular form the requirements for each. Further over under the heading "Courses by Departments" will be found the definite statement of the content of the several hundred courses offered in the Normal School.

Representation on the commencement program is accorded to one young man and to one young woman who in the opinion of the faculty exemplify the highest standards of scholarship, professional abiilty, efficiency, and character. The honor is the highest conferred by the school.

TWO YEAR RURAL CERTIFICATES.

Two year rural certificates are issued by the State Superintendent of Public Schools to students of the State Normal Schools who comply with these conditions:

a. The applicant must be at least 18 years of age.

b. A minimum two terms must be spent in residence.

c. Final grades must indicate that the applicant ranks among the middle fifty per cent. of the student body in scholarship or above.

d. Four years of high school work must be completed with credit as follows:

English, 3 units.

Mathematics, 2 units (including Arithmetic, Algebra and Geometry).

Agriculture, 1 unit.

High School Science, 1 unit (Biology, Physics or Physiography.)

History, 2 units (one of which must be American History and Government).

Industrial and Fine Arts, 1 unit.
Subject matter and method of the common branches, 1 unit.
Elementary Psychology, ⅓ of 1 unit.
Rural Life Problems, ⅓ of 1 unit.
Rural School Management, ⅓ of 1 unit.
Rural School Methods, 1 unit.
Electives, 3 units.

e. The professional three units must be done after eight units have been completed.

f. The rural certificate will be renewed after the holder thereof has had 32 weeks of successful experience and has completed at least one term (eight semester hours) of college work in a standard professional school of college rank.

The following meets all of the requirements set up by the state superintendent and is what we think is the best possible preparation for teaching in rural schools that can be made in a four years' high school course and is fully the equivalent of the teacher training work done in high schools:

The rural certificate may be renewed when one full term of credits are made and all present requirements are met.

RURAL CERTIFICATE COURSE (HIGH SCHOOL)

First Year.

First Term.	Second Term.	Third Term.
English Ia	English Ib	Grammar
Algebra a	Algebra b	Arith.
Ancient Hist. a	Ancient Hist. b	Phys'l.
Geog.	Spec. (2)	Spec. (2)

Second Year.

First Term.	Second Term.	Third Term.
English IIa	English IIb	Home Ec. or Mn. Train.
Agric. Ia	Agric. b	Agric. c
Home Ec. or Mn. Train.	Mod. Hist. a	Mod. Hist. b
Geom. a	Geom. b	Algebra c

Third Year.

First Term.	Second Term.	Third Term.
English IIIa	English IIIb	Teachers' Grammar
Phys. Geog.	Phys. Geog.	Teachers' Geog.
Rural Sch. Mgt.	El. Psychology	R. L. Problems
Teachers' Arith.	Rural Sch. Hygiene	Elect. (1)

Fourth Year.

First Term.	Second Term.	Third Term.
English IVa	English IVb	Elect (1)
Meth. and Obs. a	Meth. and Obs. b	Meth. and Obs. c
Am. Hist. and Govt.	Am. Hist. and Govt.	Am. Hist. and Govt.
Elect. (1)	Physics	Physics

Junior College Courses.

The first and second years of college work are now designated as junior college. These courses described by departments are numbered from 1 to 99. Below is an outline of requirements for preparation to

teach in elementary schools. Four columns indicate four lines of preparation.

First Year, 30 Semester Hours, Regents' Certificate.

	Primary.	Lower Grade.	Upper Grade.	Rural.
Psychology and School Economy	5 hrs.	5 hrs.	5 hrs.	5 hrs.
Methods in Subjects (D)	5 hrs.	5 hrs.	5 hrs.	5 hrs.
Principles Teaching and Observation	5 hrs.	5 hrs.	5 hrs.	5 hrs.
Music, Expression, and Physical Training	7.5 hrs.	7.5 hrs.	5 hrs.	5 hrs.
Art (Drawing, Handwork and Writing)	7.5 hrs.	7.5 hrs.	5 hrs.	5 hrs.
Foreign Language (Latin or German)			5 hrs.	
Agriculture or Home Economics				5 hrs.

Second Year, 60 Semester Hours, Elementary Diploma.

	Primary.	Lower Grade.	Upper Grade.	Rural.
Practice Teaching (D)	5 hrs.	5 hrs.	5 hrs.	5 hrs.
Child Study and History of Education	5 hrs.	5 hrs.	5 hrs.	5 hrs.
Health and Sanitation	2.5 hrs.	2.5 hrs.	2.5 hrs.	2.5 hrs.
Commercial Geography	2.5 hrs.	2.5 hrs.	2.5 hrs.	2.5 hrs.
English	5 hrs.	5 hrs.	5 hrs.	5 hrs.
Mythology	2.5 hrs.			
Word Study		2.5 hrs.		
Sociology			2.5 hrs.	
Rural Sociology and Economics				2.5 hrs.
Methods (Story, Nature, Play)	7.5 hrs.	5 hrs.		
Arithmetic (D)		2.5 hrs.	2.5 hrs.	2.5 hrs.
American History			2.5 hrs.	2.5 hrs.
Elect on Advice			2.5 hrs.	2.5 hrs.

D. signifies different in several lines.

A regents' certificate will be issued on completion of the 30 hours as indicated above. No renewals will be issued until all of above requirements have been met and after one full term of credits, 10 hours looking to the completion of requirements for diploma, have been made.

It is necessary for each student, after having completed the high school work, to determine which one of the above courses he will follow. The third and fourth years of college work may be taken after completing any one of these four courses. One who is looking forward to high school teaching, however, should take either the course preparing for upper grade teaching or the course preparing for rural teaching.

Students coming from regular high schools not having taken the teacher training work may readily take any one of these courses. Students who have completed the teacher training work in a high school or the rural certificate course in the Normal School, need not take all of the fifteen hours of professional work required for the regents' certificate. They will be permitted to elect on advice some academic work in lieu of some of the professional work.

Senior College Courses.

The third and fourth years of college work are now designated as senior college. These courses described by departments are numbered from 101 to 199. These courses are given to prepare for teaching in high schools and for superintending school systems.

A system of majors and minors must be followed. A student may select his group and then select his major and two minors from that group. He will be expected to follow these selections on advice of the department head in which he selects his major. One cannot change

from one group to another or change his major and minors without loss of some time and credit.

Every student before entering upon senior college work must elect one of the following groups:

1. English, Latin, history, German.
2. Mathematics, German, science I, science II.
3. Agriculture, science I, science II.
4. Home economics, science II, Latin, German.
5. Music, art, English, language.

Science I must include physics, chemistry, and physiography.
Science II must include botany, zoology, and chemistry.

In meeting the requirements for the ninety-hour diploma for high school teaching or for the one hundred twenty hour diploma, bachelor of science in education, all the work in senior college of academic value must be concentrated on three subjects, not distributed among the four subjects that appear in some of the groups above. Any subject in any one group above may be selected as a major and two others in that same group selected as minors.

The following is an outline showing the distribution of the work in the third and fourth years of college work:

	Third Year.	Fourth Year.
The Major Subject	10 hrs.	10 hrs.
One Minor Subject	5 hrs.	5 hrs.
One Minor Subject	5 hrs.	5 hrs.
Methods in Major Subject and Practice Teaching	5 hrs.	
High School Problems and Youth	5 hrs.	
Elect, Education, on Advice of Head of Department		5 hrs.
Elect, Academic, on Advice of Head of Department		5 hrs.

It is not expected that one will elect for a major or a minor subject in which he has not had full high school preparation. One could not elect for a major or minor a subject in which he had had little high school preparation. Should one desire to do such a thing it will be necessary for him to do work in the Normal School to prepare him for his major and minor subjects.

The grouping of subjects is based upon the usual natural tendencies in students. The committee on positions has difficulty in locating graduates in high school positions. This arrangement is made with the hope that school boards and superintendents in control of high schools will so arrange their high schools in departments that the combination of subjects taught by any one person in the high school may fall in one or the other of these groups.

Bachelor of Science In Education.

We have had for some years specially arranged courses of study for those who do not care to secure the regents' certificate or to secure the diploma for elementary teaching. Some of our students prefer to shape their work for high school teaching with no special thought of preparing to teach in the elementary schools. Some of them have secured a ninety-hour diploma as their first paper from the Normal School qualifying them to teach.

The following courses are arranged for all such persons with the idea of issuing to them after two years of such college preparation a limited certificate. This certificate would certify to their preparation for teaching in small high schools. It would mean sixty semester hours of preparation, and be limited to two years. Such a certificate could be renewed after completing an additional twenty semester hours in the Normal School.

The following tabulation indicates the order of the work by years:

	First Year.	Second Year.	Third Year.	Fourth Year.
The Major Subject	7.5 hrs.	7.5 hrs.	7.5 hrs.	7.5 hrs.
One Minor Subject	5 hrs.	5 hrs.	5 hrs.	5 hrs.
One Minor Subject	5 hrs.	5 hrs.	5 hrs.	5 hrs.
Psychology and Principles Teaching	5 hrs.			
English	5 hrs.			
Methods in High School Subjects		5 hrs.		
History of Education			5 hrs.	
Observation and Practice	2.5 hrs.	2.5 hrs.	2.5 hrs.	
High School Problems		2.5 hrs.		
Educational Psychology, Youth			2.5 hrs.	
Administration or Supervision				2.5 hrs.
Elect, Education, on Advice of Head of Department				5 hrs.
Elect, Academic, on Advice of Head of Department		2.5 hrs.	2.5 hrs.	5 hrs.

When English is selected as major or minor this five hours of English will be counted as part of the major or the minor requirement and other subject elected instead.

The groups from which the major and minor subjects are to be selected are the same as those given on a previous page under "Senior College Courses."

SCHEDULE OF CLASSES, FALL TERM, SEPTEMBER 10 TO NOVEMBER 28, 1917.

Room	I	II	III	IV	V	VI	VII
28	Hist. Edu.	Observation	Psychology	Primary Methods b	Prin. Teaching	Edu. Psychology	
30	Rural Methods a	El. Psychology			Sch. Mg't.	Sch. Econ.	
46	English Va	English VIa		Methods H. S. Eng.	English Vc		
48			English IIa	English IIIb	English IIb	English IVa	
45	Tchrs'. Grammar	English IIIa					
24	H. S. Lat. a, 1st yr.	Col. Vergil a	Livy	H. S. Latin, 2nd yr	H. S. Latin, 3rd yr.	Word Study	
23	Col. German a, 1st yr.		Col. German, 2nd yr.	Col. German, 3rd yr			
42	Col. Am. Hist. a	Col. Eng. Hist. a	Methods El. Hist.			Col. Anc. Hist.	
44		Anc. Hist. a	Mod. Hist. a		Am. Hist. a	Civ. Gov.	
41	Col. Alg.	Methods Arith.		Trigonometry		Analytics	
43		Algebra b	Algebra c	Tchrs'. Arith.	Pl. Geom. a		
51	Com. Geog.	Nature Study	Tchrs'. Geog.		Methods Geog.	Phys. Geog. a	
49		Botany	R. and Sch. Hy. & San.	Health and San.		Zoölogy	
52		Physics a	Chemistry a		Col. Physics a		
11	Agri. b			Grains		Agri. a	
8	H. S. Dom.	Science a	Col. Dom.	Science 1	Col. Dom.	Science 4	
6	Col. Dom.	Art 5	H. S. Dom.	Art a	Col. Dom.	Art 1	
22	Col. Expression 1	H. S. Expression a		H. S. Expression b		Col. Expression 2	
12	Music I	Music II	Music I		Music III	Music V	
40		Crayola	Water Color I	Water Color II	Crayola	Water Color I	
47	Writing a	Writing b	Pri. Handwork	Gr. Handwork	Art Craft	Bookk	eeping
Gym.		Phys. Tr. 1		Phys. Tr. 1		Phys. Tr. 2	Phys. Tr. 3

SCHEDULE OF CLASSES, WINTER TERM, DECEMBER 3, 1917, TO MARCH 1, 1918.

Room	I	II	III	IV	V	VI	VII
28	Hist. El. Edu.	Psychology	Observation	Primary Methods a	Sociology	Edu. Psychology b	
30	Rural Methods b		Prin. Teaching		R. Life Problems	School Econ.	
46	English Vb	English VIb		Argumentation	English Va		
48			English IIb	English IVa	English IIIa	English IVb	
45		English IIIb	Mths. El. Eng.				
24	H. S. Latin b, 1st yr.	Col. Vergil b	Livy	H. S. Lat. b, 2nd yr.	H. S. Lat. b, 3rd yr.	Col. Latin a, 1st yr.	Mythology
23	Col. German b, 1st yr.		Col. German, 2nd yr.	Col. German b, 3rd yr.			H. S. Ger. a, 1st yr.
42	Col. Am. Hist. b	Col. Eng. Hist. b	Methods H. S. Hist.			Col. Anc. Hist. b	
44		Anc. Hist. b	Mod. Hist. b		Am. Hist. b	Am. Hist. a	Civ. Gov.
41	Col. Arith.	Mths. H. S. Math.		Sol. Geom.		Analytics b	
43		Algebra c	Tchrs'. Arith.	Algebra b	Pl. Geom. b		
51	Com. Geog.	Nature Study		Tchrs'. Geog.	Mths. Geog.	Phys. Geog. b	
49		Botany		Health and San.		Zoölogy	
52		Physics b	Chemistry b		Col. Physics b		
11	Agri. a			Soils		Agri. c	
8	H. S. Dom. Sci. b	Mths. Home Ec.	Col. Dom.	Science 2	Col. Dom.	Science 3	
6	Col. Dom.	Art 3	H. S. Dom.	Art b	Col. Dom.	Art 2	
22	Col. Expression 2	H. S. Expression b		H. S. Expression a	Col. Expression 3		
12	Music 1	Music III	Music II		Music IV	Music VI	
40		Water Color I	Water Color II	Water Color III	Crayola	Crayola	
47	Writing b	Writing a	Prim. Handwork	Gr. Handwork	Art Craft	Bookkeeping	
Gym.		Phys. Tr. 1		Phys. Tr. 1	Play Ground	Phys. Tr. 2	Phys. Tr. 3

Summer Term Schedule will be printed in April each year and will provide for every phase and grade of work. Do not expect half term work last half of summer term.

SCHEDULE OF CLASSES, SPRING TERM, MARCH 4 TO MAY 24, 1918.

Room	I	II	III	IV	V	VI	VII
28	Story	Observation	Psychology	Primary Methods b	H. S. Prob.	Edu. Psy. a	
30	R. Methods c	Prin. Teaching	R. Soc. and Econ.	El. Psychology	School Mg't.	School Econ.	R. Life Prob.
46	English Va		English VIIa	English Vc		English Va	
48		English IVa		English IVb	English IIa	English IIb	
45	Tchrs'. Grammar	Mths. El. Eng.	English IIIa		English IIIb		
24	H. S. Latin a, 1st yr.	Col. Latin Adv.	Col. Latin c, 4th yr.	H. S. Lat. a, 2nd yr.	H. S. Lat. c, 3rd yr.	Col. Latin b, 1st yr	Word Study
23	Col. German a, 2nd yr.		Col. German a, 3rd yr.	Col. Ger. a, 1st yr.		Col. German Adv.	H. S. Ger. b, 1st yr.
42	Col. Am. Hist. c	Col. Eup. Hist. a	Mths. El. Hist.			Col. Hist (Med.)	
44		Anc. Hist. a	Mod. Hist. a		Civ. Gov.	Am. Hist. b	Am. Hist. a
41		Mths. Arith.		Hist. Math.	Trigonometry	Calculus a	
43	Pl. Geom. a	Algebra b	Tchrs'. Arith.	Algebra c			
51	Physiography a			Tchrs'. Geog.	Mths. Geog.	Phys. Geog. a	
49		Botany a	R. and Sch. Hygiene	Health and San.		Zoölogy a	
52		Physics a	Chemistry a		H. H. Chemistry		
11	Agri. c			Gardening	Poultry	Agri. b	
8	H. S. Dom.	Science a	Col. Dom.	Science 3	Col. Dom.	Science 1	
6	Col. Dom.	Art 1	H. S. Dom.	Art a	Col. Dom.	Art 4	
22	Col. Expression 1	H. S. Expression a		H. S. Expression b		Col. Expression 2	
12	Music II	Music I	Music III	Music I	Adv. Music		
40		Water Color II	Water Color III	Crayola	Water Color I	Crayola	
47	Writing a	Writing b	Prim. Handwork	Gr. Handwork	Art Craft	Bookkeeping	
Gym.		Phys. Tr. I		Phys. Tr. I		Phys. Tr. II	Phys. Tr. III

On April 15, 1918, classes will be formed to do double work in History El. Edu., Observation, Methods El. English, Methods Geography, School Economy, Health and Sanitation, Col. Physiography a, Col. Algebra, H. S. Am. Hist. a, R. Methods, School Management, Anc. History a, Modern History a, Physics a, Physical Geography a, English IIa and IIb, Algebra a and b, Tchrs'. Arith., Tchrs'. Geo., Tchrs'. Gram.

AGREEMENT

Entered Into By the Conference of Presidents of State Educational Institutions and State Superintendent of Public Schools.

CONDITIONS UNDER WHICH COLLEGE WORK SHOULD BE DONE.

I. In all regulations appertaining to college and secondary work we shall conform as nearly as possible to the regulations of the North Central Association of Colleges and Secondary Schools.

II. All entrance certificates shall be filed with the credentials committee on or before the opening of the semester or term, excepting that in special cases the credentials committee may for adequate reasons grant an extension of time for the filing of entrance certificates. (Students beginning secondary work shall file official evidence that they have completed the work of the elementary school, except persons holding teachers' certificates.)

Admission to Classes of College Rank.

A. Completion of a four-year course, with at least 15 units of credit in a first class high school, in a fully accredited private academy, or in the secondary department of a normal school, shall be required for entrance.

(1) All parties to the agreement should adopt a uniform requirement of fifteen secondary units for admission to college work.

B. Students over twenty-one years of age, who are able to demonstrate their fitness to do college work may be admitted to college classes as special students, but they can not be candidates for graduation until they have met the requirements for admission as regular students.

C. A student can not be admitted to classes of college rank who is conditioned in more than two entrance units. All entrance conditions must be removed within one year of the date of admission. (Nine months of attendance may be considered a year.)

D. A unit is defined as a subject pursued five periods a week for at least 36 weeks, a period being 40 minutes in the clear, four units constituting a standard year's work. Excess of recitation time may accrue to the benefit of the student when sufficient limitation is placed upon the number of recitations which students may carry per week.

E. The credentials committee should have final authority in all cases of evaluating credentials and classifying students as college, secondary or special students.

III. Definition of College Work.

A. College work shall be defined as work taken by students who have met the minimum requirements for admission, in classes containing only those students who have complied with these requirements.

B. In schools where excess and diminished credit is allowed students shall not be permitted to carry for credit more than thirty-two semester hours per year, nor shall any student receive more than thirty-seven and one-half semester hours' credit per year. In schools where excess and diminished credit is not permitted students shall not be allowed to carry for credit more than thirty semester hours per year, except that, at the discretion of a committee on excess credit, students ranking among the upper 30 per cent. of the student body in scholarship may be permitted to carry thirty-three and three-fourths hours per year and students ranking among the upper 5 per cent. of the student body in scholarship may be permitted to carry thirty-seven and one-half semester hours per year.

(1) When students transfer credits from one institution to another, excess and diminished credit should be reported by institutions allowing it and should be accepted by all institutions of the conference.

C. Amount of Teaching. The maximum amount of teaching which may be done by instructors in college classes shall not exceed 18 hours per week or its equivalent in time. Two laboratory periods shall be counted as the equivalent of one recitation period.

D. Preparation of Teachers. The minimum preparation of teachers of college classes shall be the equivalent of that represented by the master's degree from a standard university or college, with special preparation in the subjects taught.

This requirement shall not be retroactive.

E. Late Entrance. The total credit for students who enter late shall not exceed one semester hour for each week of attendance. This rule need not be applied to students who for adequate reasons enter not more than one week late.

IV. Records. No entry should be made on the permanent record card by any person other than the registrar and by him only in the performance of his official duties.

A. Each student's permanent record shall be kept on a grade card showing at least the following facts:

1. Designating the credit accepted from other institutions, with the name of institution or institutions, and the date or dates on which the advanced standing was granted.
2. Name of courses for which student registers.
3. Catalogue number. In all records, courses shall be designated as follows:

In secondary courses, the name of the subject, together with a Roman numeral indicating the year of secondary work shall be used.

In the freshman and sophomore college years, the name of the subject, together with an Arabic numeral from 1 to 99 shall be used.

In the junior and senior college years the name of the subject, together with an Arabic numeral from 100 to 199 shall be used.

Where a course is divided into terms or semesters, the letters a, b and c shall be affixed to the course number to indicate the first, second and third terms respectively; and the letters a and b shall be affixed to the course number to indicate the first and second semesters respectively.

4. Number of hours credit.
5. Term in which taken.
6. Grade.
7. Classification of student, as college or high school or special student.
8. Conditions specified in red ink.

B. Each student's daily program card or study card shall show at least the following facts:

1. Names of courses for which student registers.
2. Catalogue numbers of these courses.
3. Number of hours' credit for which the student is registered in each course.
4. Term or semester in which the work is taken.

V. Advanced Standing. All advanced standing either secondary or college for work done in other institutions shall be recorded in the first term or semester during which the student is in attendance.

A. From standard institutions of high school and college rank.

1. Students entering from classified high schools shall be given credit according to the rating given by the State Superintendent.

2. Advanced standing may be given on certificate for work completed in accredited standard junior colleges.

B. From other institutions.

1. Secondary Credit.

(a) For work completed in an unclassified secondary school credit may be given to the amount indicated by the State Superintendent's rating for this school.

Students claiming more credit for work done in either classified or unclassified secondary schools than is recommended by the State Superintendent's rating shall be given this credit by examination only.

(b) In no case shall entrance examination be given for more than four units for each year spent in school.

(c) The entrance examinations shall be given by a committee of the faculty.

(d) The questions shall be set and the papers graded by the department in which the applicant seeks credit.

(e) Entrance examinations shall be held not later than the first week of each term.

(f) The time of the examination in each subject shall be stated in the catalogue.

(g) The examination questions and papers shall be deposited with the chairman of the examining committee and kept on file for at least one year. The examiner's reports and all certificates and documents pertaining to the entrance and advanced standing of each student shall be kept in a permanent file.

(h) No credit by examination shall be given after a student has completed one year of work in the school, nor after an advanced course in the subject has been completed.

(i) Students shall not be admitted to examination for advanced secondary standing unless they produce evidence showing that they have made systematic preparation in the work for which this advanced standing is claimed.

(j) Where college credit is substituted to make up a deficiency in secondary credits, five hours of college credits shall be counted the equivalent of one unit of secondary credit.

2. College Credit.

Credit from institutions other than those mentioned in V. A. shall be given only on the basis of examinations. The methods of giving the examinations shall be that designated in V. B.

C. No advanced standing of college rank shall be given for post-graduate work in a high school unless such high school is properly equipped and definitely organized to do work of college rank, and restricted entirely to students who have completed a four-year secondary course under teachers having the qualifications set forth for teachers of college subjects.

D. No credit shall be given for teaching experience gained as a teacher receiving a salary. If it seems probable that an experienced teacher can not take with profit any required courses in observation or practice teaching, he should be excused from such courses and required to elect an equal amount of academic or professional work.

E. No advanced standing for college credit shall be given for grades on state or county certificates when such grades have been secured by examination.

VI. A. A committee of three shall be selected to visit each of the state educational institutions, and report to the conference at such times as the conference may designate, the workings of each of such institutions with reference to each of the foregoing propositions.

1. Composition. The committee shall be composed of one representative from the University, one from the normal schools and one from the State Department of Education.

2. Selection. The representative from the State Department of Education shall be appointed by the State Superintendent of Schools and shall be chairman of the committee. The representative from the University shall be chosen by the faculty and president of the University. The representative from the normal schools shall be chosen by the presidents and faculties of the normal schools in rotation, beginning with the First District Normal School.

3. Tenure. The members of this committee shall serve for a period of one year, beginning July 1.

B. The work of unclassified colleges and schools shall be accepted as determined by the University of Missouri or the State Superintendent of Schools.

VII. The professional degree for the completion of the 120 semester hour course given in the Normal Schools and the School of Education of the University of Missouri should be the degree of Bachelor of Science in Education.

VIII. No elementary certificate shall be granted by any of the institutions represented in this conference with less than two terms in residence and no diploma shall be granted on less than three terms in residence.

IX. It is the sense of this conference that at the time the law goes into effect requiring graduation from a four-year high school course preliminary to a first grade county certificate, the elementary certificate of the normal schools should be based upon 60 semester hours of credit, and that the life diploma should be based upon 120 semester hours of credit.

X. When this conference finds that the conditions named in this report have been fully met, college work done in any of the institutions shall be accepted hour for hour in the other institutions, and graduates of the 120-hour course shall be admitted to the graduate school of the University of Missouri.

XI. Present conditions for accepting college work from other institutions.

(A) College work done in any of the institutions of the conference agreement by students who have regularly enrolled for the first time since September 1st, 1916, shall be accepted by the other institutions hour for hour and such students finishing the 120-hour course shall be admitted to the graduate school of the University of Missouri.

(B) College work done by students reguarly enrolled before September 1st, 1916, and in attendance not less than one term, since September 1st, 1916, shall be accepted on the same basis as the above, provided satisfactory evidence is produced showing the entrance requirements have been met, and provided further the college credit granted in any year does not exceed the maximum amount provided for in the conference agreement.

(C) College work done by students enrolled before September 1st, 1916, and not in attendance one term since September 1st, 1916, shall be accepted in accordance with the provisions under (B), with the understanding that each case will be dealt with according to its particular merit and that each school accepting such credit shall be the judge of the amount of credit granted.

UNIFORM TERMINOLOGY.

Secondary Courses in Education.

1. Elementary Psychology.
2. Rural Life Problems.
3. Rural School Management.
4. Rural School Methods.
5. Subject Matter and Method in.....

College Courses in Education.

I. Psychology.
   1. Psychology.
   2. Educational Psychology.

II. Administration of Education.
   1. School Economy.
   2. Supervision of Instruction.
   3. Rural School Administration and Supervision.
   4. High School Problems.
   5. Educational Administration (for Senior College Students).

III. Methods in Education.
   1. Principles of Teaching. (Primarily for Junior College Students).
   2. Principles of Education. (Primarily for Senior College Students).
   3. Teaching of.....in the Elementary Schools.
   4. Teaching of.....in High Schools.
   5. Primary and Kindergarten Methods.
   6. The Elementary Course of Study.

IV. History of Education.
   1. History of Education.
   2. History of Modern Elementary Education.
   3. Modern School Systems. (Senior College Students).
   4. History of Education in the United States.

V. Teaching.
   1. Teaching in the Elementary School.
   2. Teaching in the High School.

COURSES BY DEPARTMENTS

The following short description of all the courses offered in the Normal School is given that prospective students may know what to expect in each course. The numbers are arranged so as to enable all to know the rank of the several courses.

By checking up the tabulation on previous pages with the following the student should be able to find his own standing in the school, know what he should take next, and determine what further is required of him to complete the course.

DEPARTMENT OF EDUCATION.

High School Courses.

Education IIIa. School Management. This course considers classroom management, classroom routine, daily program; the teacher and his duties, qualifications, relationships; school discipline and professional ethics. Every term.

Education IIIb. Rural Life Problems. The evolution of the rural community; the characteristics of the different periods of development with causes of change; the institutions and agencies of rural betterment and their relations to each other; the rural school; supervision, course of study, consolidation; community center; rural leadership. Text: Cubberley's "Rural Life and Education." Fall, winter, summer.

Education IIIc. Elementary Psychology. This is a Rural Certificate course; it emphasizes those phases of psychology related to the teaching process; instinctive biases, habit-formation, memory, affection, and the higher thought processes. Text: Colvin and Bagley's "Human Behavior." Winter, spring, summer.

Education IIId. Subject Matter and Method in Grammar. A study is made of the entire field of grammar and some attention is given to methods of teaching the subject. Winter, spring and summer.

Education IIIe. Subject Matter and Method in Geography. Causal geography is emphasized through a general survey of North America, Europe, studying the rational phases of development. Sutherland's "The Teaching of Geography" supplies the basis of pedagogical study. Fall, winter and summer.

Education IIIf. Subject Matter and Method in Arithmetic. This course is primarily a review and organization of the subject matter of arithmetic. Attention is given to method and selection of problem material.

Education IVa. Methods and Observation. Principles developed and applied to reading and spelling. Fall, winter, summer.

Education IVb. Methods and Observation. Language, grammar, writing, arithmetic, agriculture, physiology. Winter, spring, summer.

Education IVc. Methods and Observation. History and civics, geography, elementary science and art. Fall, spring, summer.

The aim is to secure efficiency in teaching through the application of principles of method in the special subjects and through observation in the training school. The function and organization of subject-matter, motivation, method, correlation and alternation are topics considered. School management and psychology are prerequisites.

Texts: Charter's "Teaching the Common School Branches," and the State Course of Study, supplemented by library references.

College Courses.

1. **School Economy.** This course gives special attention to the problems of the graded school, including grading and classifying, the class room management and discipline, the team work between principal and teachers and the relation of the teachers in the different grades. Community problems are considered. Every term.

2. **Psychology.** A course covering the general phases of psychology and their educational bearings. Instincts, habits, memory, the thought processes and other general topics are treated. This course is required for all diplomas. Every term.

3. **Principles of Teaching.** A study of the foundations of method; the meaning of education, the aim of education; subject-matter, its origin, function, organization; the doctrine of interest; technique of instruction. Every term.

4. **Observation.** The work of this course consists of systematic observation and study of the instruction given by the supervisors in the training school. Each student is expected to do reference work, make out plans, and on occasions teach a class under the direction of the supervisor in the presence of the other members of the observing class. When the demand is sufficient, a separate class will be organized for observation in the junior high school for those preparing for teaching in high schools. Prerequisites: Psychology and Principles of Teaching.

5. **The Teaching of Story Telling.** Designed to meet the needs of the teacher in the lower grades. Careful consideration is given to the school subject in which the story forms the basis of instruction; to the special types of stories; to fitting stories to the individual child or child group, and to making over stories for perfect telling. Fall, winter and summer.

6. **The Teaching of Nature Study.** Planned to meet the needs of lower grade teachers. It aims to give a knowledge of three factors essential to good teaching: First, of the subject matter to be taught; second, of the method by which the subject is to be taught; third, a knowledge of a broader field of the subject matter than just that which is to be taught the child. Spring and summer.

7. **The Teaching of Reading.** Much emphasis on the teaching of reading; shows proper correlation with literature. It gives some attention to grades three and four, but more attention to the upper grades. Fall and summer.

8. **The Teaching of Arithmetic.** A course of study for the eight grades is studied critically. Such subjects as objective teaching, methods and principles of rationalization and habituation, development of independence, accuracy and speed, applied problems and their grading, etc., are studied. The purpose throughout the course is to show how to relate arithmetic to the child's every day life and his further needs. Every term.

9. **The Teaching of Geography.** The State Course of Study in Geography furnishes the basis for the work. A detailed study of children's literature of geography suitable to each grade is given. The use of the sand table, of illustrative materials, and of useful devices, is introduced. Exercises are given in mapping, modeling, and charting; observation work is done, and plan work emphasized. Every term.

10. **The Teaching of Elementary English.** A methods course in the literature, language, and grammar work of the elementary grades. In addition to familiarizing the students with the materials used in these grades practical help in handling this material is given. Generous use is made of Greenwood School for observation. Every term.

11. **The Teaching of Elementary History.** Designed particularly for teachers in the elementary schools. Among the more important of the topics are: Aims and educational value of history, selection of materials and choice of facts, sources of information, program and course of study, the use of stories, and illustrative material bearing on the problem of presenting them, methods of study and of teaching, correlation with other school subjects and other related topics. "Report of Committee of Eight," with extensive readings from the library, will give a knowledge of the materials from which teachers may draw in their work. Observation lessons and lesson plans will be required of all students. Every term.

12. **Primary Method (a). The Story, Handwork, Drawing, and Play.** A study of children's story books, learning stories and story telling. All correlated. Some attention given to a review of the principles brought out in Kirkpatrick's "Child Study." Winter and summer.

13. **Primary Method (b). Reading, Language, Nature Study and Arithmetic.** A study of the material and outlines for the first and second years; criticism of text book, plan writing, observation. A careful study will be made of the material used. Fall, spring and summer.

14. **Educational Psychology (a).** The psychology of infancy and childhood together with a consideration of the psychology of the common school subjects constitute the contents of this course. A college course in general psychology must have been completed before entering upon this course. This course is required of all students graduating from the sixty-hour course. Fall, spring and summer.

15. **Sociology.** This course is an introduction to sociology. A general survey of our important social problems is made and the relation of education to the same is worked out. Required of students graduating from the sixty-hour course. Winter and spring.

16. Rural Sociology and Economics. This course aims to prepare for active constructive rural leadership. It differentiates rural and urban communities, distinguishes the types of rural communities, and indicates the physical and social influences producing them. It considers rural problems, the improvement of agricultural communities, farm marketing, farm labor, and distribution of farm income.

17. History of Elementary Education. A study of the development of the theories and practices of our modern elementary schools. Required of all students for graduation. Winter and summer.

18. Teaching In Rural Training School. Students preparing to teach in rural schools will spend all the time for six weeks in one of our affiliated rural schools under direction of the supervisor. The other half term will be given to two educational subjects and completed during the term. This will give the student credit for 10 semester hours for the term. We have arrangements complete for 24 students to get such training next year. Fall, winter and spring.

19. Teaching In Greenwood School. The student will be expected to take charge of and teach a class in the training school throughout two terms. He will also be expected to devote at least one period per day to the preparation of lesson plans and of the subject matter which is to be presented to the class, to attend all conferences that may be called by the supervisor and the director of the training school. Two terms are required of all students except in special cases. Prerequisites: Psychology, Principles of Teaching, and Observation. Fall, winter and spring.

101. Educational Psychology (b). (Youth.) The psychology of the adolescent together with a consideration of the psychology of high school subjects constitute the content of this course. Students are also familiarized with the more important mental tests. A college course in general psychology must have been completed before entering upon this course. This course is required of all students graduating from the ninety-hour course. Winter and summer.

102. The Teaching of High School English. A detailed study is made of the teaching of English through the four years of high school work. Winter and summer.

103. The Teaching of High School Mathematics. A thorough investigation of the subject matter and the method of high school algebra, geometry and trigonometry. Fall and summer.

104. The Teaching of High School History. A careful study is made of the materials to be used in teaching history in the high school. The use of the library. Outline plans are made and discussed in detail. Fall and summer.

105. Teaching in Junior High School. Candidates for the diploma for high school training will teach one term in the elementary school and one in the high school. The same rules governing teaching in the grades apply here. Experienced teachers and those preparing for upper grade teaching may do all their practice in the Junior High School.

106. History of Education. A study of the development of educational theory and practice from the early civilizations to the modern

era. This course is required of all students graduating from the ninety-hour course. Fall and summer.

107. Practicum. This course is offered only to experienced teachers who have had advantages of several years' practical, efficient supervision. It will take the place of teaching for such persons. Summer.

108. An Advanced Course In the General Principles of Method as Applied to Various Phases of the Teaching Process. Especial attention will be given to methods of teaching in advanced grades, and in the high school. This course is designed for those who have had considerable teaching experience, and for other advanced students, who have done their practice teaching. Winter and summer.

109. High School Problems. This course gives special emphasis to the idea that "The modern high school is for all the children of all the people." Much attention is given to the reorganization movement with special reference to the junior high school movement. Text: Brown's "The American High School," supplemented by extensive readings from current educational literature. Spring and summer.

110. Advanced Sociology. This course is intended for students working for the degree of Bachelor of Science in Education. It deals primarily with the origin and development of our social institutions. Summer.

111. Supervision of Instruction. Among topics discussed are: Factors favoring advance of education; the superintendent; the teacher; supervision of instruction, grading, promotion, retardation, and elimination of pupils; the Course of Study and problems relating to it; the environment, including problems of health, sanitation, building, and grounds. Summer, 1918.

DEPARTMENT OF ENGLISH.

High School Courses.

English I. a. A critical study is made of "Tales of a Wayside Inn," "Westminster Abbey," a few poems of Burns, "Treasure Island," "Sohrab and Rustum." A simple novel or story is read each month. Attention is given to figures of speech. Weekly or bi-weekly themes on subjects from life or literature are required. Every term.

English I. b. A critical study is made of selections from the "Odyssey," "The Gold Bug," "The Merchant of Venice," and "The Last of the Mohicans." A novel or story is read each month. Weekly or bi-weekly themes are required. Every term.

English I. c. Grammar. A study of sentence forms, grammatical principles illustrated by supplementary classics, the parts of speech followed by analysis and diagram of sentences. Every term.

English II. a. A critical study is made of "The Sir Roger De Coverley Papers" and "As You Like It." About half of the time is given to elementary rhetoric. Weekly or bi-weekly themes on subjects from life or literature are required. Every term.

English II. b. A critical study is made of "Ivanhoe" and the "Bunker Hill Oration." About half of the time is given to elementary

rhetoric. Weekly or bi-weekly themes are required. Every term. Both halves of courses 211 and 212 will be offered in each half of both spring and summer terms. No other English courses will be offered in halves.

English II. c. Reading (a). Reading of simple prose, exercises in breath control and articulation. Half term credit. Every term.

Reading (b). Character interpretation in narrative and drama. Half term credit. Every term.

English III. a. A critical study is made of "Silas Marner" and "Julius Caesar." About half of the time is given to rhetoric. Weekly or bi-weekly themes are required. Every term.

English III. b. A critical study is made of Mccaulay's essay on Johnson and "The Lady of the Lake." About half of the time is given to rhetoric. Weekly or bi-weekly themes are required. Every term.

English III. c. A study is made of the entire field of grammar. It has been called Teachers' Grammar. Every term.

English IV. a. A rapid survey is made of the history of literature through Shakespeare. Critical study is given to Burke's "Conciliation" and to "Macbeth." Bi-weekly themes are required. Fall, spring and summer.

English IV. b. The survey of the literature is continued to the present time. Critical study is given to "L'Allegro" and "Il Penseroso," Gray's "Elegy," "The Rime of the Ancient Mariner," "The Prisoner of Chillon," "Kings' Treasuries" and "The Idyls of the King." Bi-weekly themes are required. Winter and summer.

College Courses.

1. **English V. a.** Half of the term is given to the critical study of exposition and description and to advanced composition; half of the term is given to the study of two books of "Paradise Lost," selections from Addison and Pope, and the history of literature in the Eighteenth century. Fall, spring and summer.

2. **English V. b.** Half of the term is given to the critical study of narration and to advanced composition; half of the term is given to the study of "Rasselas," Macaulay's essay on Byron, and the history of Nineteenth century literature. Winter and summer.

3. **English V. c.** Half of the term is given to the principles of oratory and to the writing of orations; half of the term is given to the study of "Lear," "Hamlet," and "Othello." Fall and spring.

4. **Special English Argumentation.** The course embraces the theory of argument and practice in debating and speech writing. Winter.

5. **Expression a.** Stories and poems used in the grades. Voice training. Half term credit. Every term.

Expression b. Stories and poems used in the grades. Voice training. Half term credit. Every term.

6. **English VI. a.** The course is a comprehensive study of American literature. Fall.

7. **English VI. b.** Close study is made of the writers of the Romantic Period. Special attention is given to verse forms and to

literary types. Papers involving research constitute a part of the work. Winter.

8. English VI. c. The course is a study of the literature of the Victorian Age with emphasis on Browning and Tennyson. Spring.

9. Public Speaking. The short address. The oration. One term credit. Winter.

101. English VII. a. Study is made of the development of the essay from the Sixteenth century to the present time.

102. English VII. b. The course is a study of types of fiction throughout the Eighteenth and Nineteenth centuries.

103. English VII. c. The course is a comprehensive study of Chaucer.

104. English VIII. a. The course is a study of Anglo-Saxon grammar and reading.

105. English VIII. b. This course is a broad study of the Elizabethan drama. Special attention is given to Marlowe, Ben Johnson, Beaumont and Fletcher.

The last five courses are offered in summer only and are varied from year to year.

DEPARTMENT OF MATHEMATICS.

High School Courses.

Algebra I. a. A study of the fundamental operations and factoring. For beginners. Every term.

Algebra I. b. More difficult factoring and fractions, simultaneous equations, graphs, easy quadratic equations are studied. Every term.

Arithmetic I. c. A general review including both percentage and mensuration. Every term.

Algebra II. c. Thorough treatment of quadratic equations, more difficult graphs, the theory of exponents, radicals, radical equations, involution, evolution, simultaneous quadratics, and imaginary numbers. Every term.

Double work in course Ib is offered in the last half of spring term and first half of summer term. Double work in IIc is offered in both halves of summer term.

Plane Geomery III. a. This course covers books I and II of plane geometry. Fall, winter and spring.

Plane Geometry III. b. This course covers books III, IV and V of plane geometry. Winter, spring and summer.

Double courses every summer. The two terms should be in succession.

Arithmetic III. c. Subject matter and some method covering the entire field of arithmetic applied to community problems. Every term. Offered as double course in last half of spring and both halves of summer.

College Courses.

1. **Solid Geometry.** This course includes all the work usually given in such a course in our best schools. Fall and spring.

2. **Plane Trigonometry.** Winter and summer.

3. **Teachers' Algebra.** This course is planned for students who have had a high school course in algebra and wish to review and organize the subject matter either with a view of teaching the subject or as a preparation for more work in mathematics. Special attention is given to the fundamental operations, factoring, fractions, graphs and equations. Summer.

4. **College Algebra. a.** Fall and summer.

5. **College Algebra. b.** Winter and summer.

6. **Plane Surveying and Spherical Trigonometry.** Plane trigonometry is prerequisite. Field work with compass, transit and level will be required. Offered when desired by eight students.

101. **Analytic Geometry. a.** Winter.

102. **Analytic Geometry. b.** Spring.

103. **Differential and Integral Calculus. a.** Summer.

104. **Differential and Integral Calculus. b.** Summer.

105. **History of Mathematics.** Required of all who major in mathematics.

DEPARTMENT OF HISTORY.

High School Courses.

Ancient European History II. a. A survey of the European ancient world, including the Orient, Greece and Rome. Fall and spring.

Ancient European History II. b. A survey of mediaeval Europe, with special emphasis on the church, feudalism, rise of national states, life and culture of mediaeval people. Winter and summer.

Modern European History III. a. A study of the significant developments in modern Europe during the Sixteenth, Seventeenth and Eighteenth centuries. Fall and spring.

Modern European History III. b. A study of the significant developments of modern Europe during the Nineteenth century. Both courses are offered as double courses in the summer term. Winter and summer.

American History and Government IV. a. The term is devoted to a study of the discovery, exploration and settlement of the new world, the separation of the colonies from England, the establishment of the new republic, and the development of national versus sectional interests in American politics up to the administration of Andrew Jackson. Fall, winter and summer.

American History and Government IV. b. The second term rounds out the story of our national history, social, political, industrial and commercial, from the Revolution to the present time. Winter, spring and summer.

American History and Government IV. c. Both state and national governments are studied. This course includes the study of community civics, our state and national government. Fall, spring and summer.

College Courses.

1. **Ancient History. a.** A brief review of the Orient, and a study of the political and social development of the Ancient Greeks. A special emphasis is placed on the thought, life, and character of the people. Fall.

2. **Ancient History. b. Rome.** A study of the political and social development of the Romans. Special emphasis is placed upon the Romans as lawgivers, organizers, administrators and builders. Winter and summer.

3. **English History. a.** Earliest times down to the reign of James II. Fall and summer.

4. **English History. b.** From the time of James II to the present. Winter and summer.

5. **American History. a.** Colonial period to 1783. A study of colonial life and institutions, the conflict between the English and French for possession, and the American Revolution. Fall.

6. **American History. b.** Formation and development period to 1840. A study of the political period, the formation of a government, and the development of the nation under Federalist, Jeffersonian and Jacksonian ideals. Winter and summer.

7. **American History. c.** Period 1840 to the present. A study of expansion and the slavery question, the Civil war, reconstruction, and the rise of a new nation. Spring.

101. **American Government.** An intensive study of the government of the United States. Summer.

102. **The Middle Ages.** A study of the most significant economic, social and intellectual phases of mediaeval history. Special emphasis on institutions. Spring.

103. **European History. a.** The period 1715-1815. The rise of Russia and Prussia, the struggles of France and England in India and America, the "Old Regime," the French Revolution, the rise and fall of Napoleon. Spring.

104. **European History. b.** The period 1815-1917. Europe after the Congress of Vienna, the Industrial Revolution; formation of the Italian Kingdom and German Empire; the Eastern question, development of the British and Russian Empires; Nineteenth century European expansion; a discussion of some of the great present day problems. Attention will be given to the government of some of the leading European states. Summer.

105. **English Government.** A study of the actual working of the English government with some reference to its theory and history. This course is designed to supplement courses 3 and 4. Summer.

106. **Economics.** A thorough study of the principles of value and distribution, with some application of principles to practical problems as labor organizations, the tariff, monopolies and socialism. Summer.

DEPARTMENT OF SCIENCE.

High School Courses.

Science I. Geography. A general study of the earth's surface. A survey is made of the races of mankind in different regions of the earth and an examination of the causes which determine their occupation, social life and general advancement. Every term.

Science II. Physiology. A careful study of the elementary physiology sufficient to fit the student to teach it. Laboratory work, including simple and easy experiments. Special attention to hygiene as a basis to correct living. Every term.

Science II. Agriculture. a. A study of the methods of plant propagation, plant improvement, plant foods and how the plant gets its food, soils, soil fertility, fertilizers and soil management. Exercises from the fields of chemistry, physics and biology when needed to make clear the work in agriculture. Laboratory and field work. Fall, winter and summer. Given as a double course last half of spring term.

Science II. Agriculture. b. A study of plant diseases, insects, grains, forage crops, orchard crops, garden crops. Two double periods of laboratory and field work each week. Fall, spring and summer.

Science II. Agriculture. c. Subjects: Harvesting and storage of feeds; silos and silage; feeding of farm animals; types, breeds of horses, cattle, sheep and swine; the dairy and dairy products; poultry; business aspects of farming. Two double periods of laboratory and field work each week. Winter, spring and summer.

Science III. Physical Geography. a. A study of the earth as a planet, the nature of the earth's crust, rivers and river valleys, land forms, glaciers and the ocean, inculding short lines. This course includes laboratory experiments, contour map studies and exercises of charting, construction of profiles and the making of diagrams. Topography is studied by field trips, lantern views and models. The influences of physiographic environment upon races is emphasized. Fall, spring and summer.

Science III. Physical Geography b. A study of the atmosphere, physiographic areas, fauna, flora and man in his relation to Nature. The local weather bureau supplements the laboratory work in the study of winds and storms, weather and climate. Assigned readings, special reports and note books required. Winter and summer.

Science III. Geography subject matter and some method. A study of North America and Europe. Has been called teachers' geography. Every term.

Science III. Rural and school hygiene and sanitation. A study of health conditions in rural homes, rural schools and farm environments. Every term.

Science IV. Physics. a. This course includes a study of mechanics of solids and mechanics of fluids and molecular physics. Fall, spring and summer.

Science IV. Physics. b. Subjects: Magnetism, electricity, light and sound. Laboratory work accompanies the work. By special permission course **b** may be taken before **a.** Text book: Milliken and Gale. Laboratory Manual by the same authors. Winter and summer.

College Courses.

1. **Botany. a.** Will include mainly a study of the Spermatophytes or seed plants, their structure and physiology, plant ecology and economic botany. Also laboratory and studies, seeds, roots, stems, buds, leaves, flowers and fruit, and experiments to illustrate many of the main principles of plant physiology. Fall and spring.

2. **Botany. b.** This course will include a study of the Cryptogams. Laboratory studies of one or more types of each class will be made and also a study of the principles of plant morphology, development and classification. Winter and summer.

3. **Zoology. a.** This course will include the study of the subject from Protozoa to Insecta. The classes and phyla are first developed by a careful laboratory study of an important type of each, and is followed by general study of representative forms. Fall and spring.

4. **Zoology. b.** This will involve a study of Insects and Vertebras. A careful laboratory study is made of important types of each class as also a general discussion of representative forms. In both courses a study of the living animal is made as to its habits, habitat, environments and economic importance. Winter and summer.

5. **Chemistry. a.** A study of chemical laws and theory, typical elements and their compounds and the non-metals. Fall and spring.

6. **Chemistry. b.** Carbon and its compounds. Study of the metals from the standpoint of the periodic classification. Uses of the metals and their compounds. Winter and summer.

7. **Household Chemistry.** Required of all who complete home economics course. A review of chemical laws and compounds. Chemistry as applied to household economy; foods, water, soaps, dyes, etc. Spring.

8. **Health and Sanitation.** A study of personal, domestic and general hygiene; modern conveniences of home and school; school inspection and its importance; retardation and its causes; preventive medicine, including how to recognize and prevent the spread of contagious diseases; disinfection and disinfectants; what to do in emergencies; physical defects and how to detect them. Winter, spring and summer.

9. **Commercial Geography.** A study of raw material, food supply and manufactured products. The geographic control of industry and trade routes. The commercial development of each nation is considered. Natural resources and their conservation is emphasized. Prerequisite: High school physical geography recommended. Every term.

10. **Grains.** Corn, oats, wheat, rye and barley. Origin, history, and classification will be studied in so far as present day improvement by selection and breeding is dependent on those. The course will feature cereal improvement by selection and breeding, cereal adapation, cultivation, harvesting, crop rotation, pests and the place of the grains in commerce. Laboratory work will include a study of types, varieties and adaptation for this section. Grain judging and scoring will be emphasized. Fall.

11. **Gardening.** The major part of the time of this course will be devoted to the study of the principles and practice of vegetable gardening. Some attention will be given to landscape and school gardening. In addition to the laboratory work in the school vegetable garden and

the greenhouse, students in this course will be required to assist in the direction of the work on the fifty-one school garden plots which will be worked by the elementary classes, and to help with the landscape gardening on the campus. Spring.

12. Animal Husbandry. The history and the development of the different types and breeds of farm animals are taken up. A careful study is made of their breeding and improvement. The feeding of farm animals, together with other factors in their care and management will be emphasized. Four hours a week will be devoted to practice in live stock judging. Summer.

13. Soils. Soil formation, physical properties of the soil, organic constituents of the soil, soil water and its control, plant food elements of the soil, manures and fertilizers, soil amendments, organisms of the soil and soil management are some of the topics discussed in this course. Winter.

101. Forage Crops. This course includes a study of the origin, history and classification of the chief forage plants—pasture plants, grasses, clovers, alfalfa, soy beans, etc. Attention will be directed to the preparation of the seed bed, seeding, cultivation and harvesting of forage crops. Cropping systems and the place of these plants in crop rotations will be emphasized. Laboratory work will deal with identification of seeds and their adulterants, type and variety studies of the more well known plants and the eradication of weeds. Summer.

102. Orcharding. A thorough study of the business of orcharding. The location, planting, fertilizing, pruning, tillage, spraying, harvesting and marketing are taken up. Laboratory work will include practical work on the school orchard and observation of the work in other large orchards in this section of the state.

103. Dairying. A study of the cow, her care and feed. The principles and practice involved in the production of clean and sanitary milk. A maximum amount of laboratory work will be required in this course including the standard tests of milk, cream, butter, ice cream, etc., and a few exercises in churning and making cheese. Each student will be required to keep complete records of the performance of two cows throughout the term.

104. Poultry Husbandry. A comprehensive study of the care, feeding and housing of poultry; hatching, brooding and feeding of chicks, poultry diseases. The school has 11 incubators and 6 brooders. Two hours a week of laboratory and a project of hatching and brooding the chicks from 50 eggs will constitute the laboratory and practice work of this course. Spring.

105. Farm Management. The factors of farm organization which have to do with making the farm pay maximum profits are studied in detail. Special emphasis is given to such topics as capital, labor, equipment, the choice of a farm, systems of cropping, records and accounts, etc. Laboratory problems are assigned from the manual and each student is required to work out one statistical survey which is written in a formal way and filed in the library. Summer.

106. The Teaching of Agriculture In the High School. This course will include the following topics: History of agricultural education, objects and present status of agricultural education, functions of the

various agencies promoting agricultural education, laws relating to agricultural education, courses, sequence of courses and sequence of subject matter, text books and the library, laboratory and field equipment necessary and desirable; effective methods of teaching agriculture; when and how to use an individual experiment, a demonstration, a verification exercise, a practicum, a project; the agriculture teacher, his relation to the community. Considerable time will be given to the subject matter of high school agriculture. Students will be required to organize the work for teaching. Observations and criticisms of the laboratory work in the secondary courses will be required. Summer.

107. Physiography. a. A study of the Solar system as to parts, origin and relations. Earth movements, seasons, latitudes and longitude, time, tides, etc., are considered. A geological treatment of the earth's crust, including examination of rocks and minerals, mountain formation, vulcanism, stream erosion and glaciation. Field excursions, contour map studies and laboratory exercises required. Fall, spring and summer.

108. Physiography. b. Includes: 1. The ocean with relation to man—tides, currents, etc. 2. The properties of the earth's atmosphere. A study of weather and climate as to controlling factors and influences. 3. The geographic distribution of plants and animals. Winter and summer.

109. Physics. a. Recitation and laboratory work in mechanics and properties of matter. Fall and summer.

110. Physics. b. Magnetism and electricity. Winter and summer.

111. Physics. c. Heat, sound and light. Spring.

These courses cover the ground of college physics and are intended for those expecting to teach the subject. Text book: Ames' Principles of Physics and Laboratory Manual by Ames and Bliss. Prerequisites: Elementary physics and geometry.

FOREIGN LANGUAGES.

High School Courses In Latin.

Latin II. a. First year Latin. Fall, spring and summer.

Latin II. b. First year Latin. Winter and summer.

Latin III. a. Caesar. War with Belgians and Campaign against the Helvetians. Fall, spring and summer.

Latin III. b. Selections from Caesar, Books III to VIII. Fall, winter and summer.

Latin IV. a. Cicero's Orations. Fall and spring.

Latin IV. b. Vergil's Aeneid, Books I and II. Winter and summer.

Latin IV. c. Vergil's Aeneid, Books IV and VI. Spring.

College Courses In Latin.

1. **Beginners' Latin. a.** Winter.
2. **Beginners' Latin. b.** Spring.
3. **Caesar.** Summer.
4. **Word Study.** Fall and spring.

5. **Mythology.** Winter and summer.

6. **Vergil's Aeneid.** Books I, II and III. Fall and summer.

7. **Vergil's Aeneid.** Books IV, V and VI. Winter.

8. **Cicero's De Amicitia and De Senectute.** Spring.

9. **Cicero's Orations.** Summer.

101. **Roman Historical Literature. a.** Selections from Livy, Sallust and Cicero. Abbott's "Roman Political Institutions" will be studied in connection with the course. Fall.

102. **Roman Historical Literature. b.** Winter.

103. **Private Life of the Romans.** Selections from Cicero's Letters. Spring.

104. **Roman Poets.** Selections from the most noted Latin poets. History of Latin Literature. Summer.

105. **Horace.**

106. **Tacitus.**

107. **Latin Comedy.**

108. **Methods in High School Latin.** About equal attention is given to method and subject matter. The library facilities are especially good. Special stress is given to the methods of First Year Latin and Caesar. Summer.

High School Courses In German.

German III. a. First year German. Winter
German III. b. First year German. Spring.
German IV. a. Second year German. Winter.
German IV. b. Second year German. Spring.
Easier works of Storm, Baumbach, Arnold.

College Courses.

1. **Beginners' German.** Fall, summer.

2. **Beginners' German.** Continuation of 1. Winter, summer.

3. Short stories by modern writers; composition, oral and written. Fall and spring.

4. Short stories by modern writers; composition, oral and written. Winter and summer.

101. **Elementary Classics and Composition.** Sudermann's "Frau Sorge," Meyer-Forster's "Karl Heinrich," or Heines' "Harzreise;" Pope's "Writing and Speaking German." Fall.

102. **Elementary Classics and Composition.** Schiller's "Wilhelm Tell," or "Die Jungfrau von Orleans," Goethe's "Herman und Dorothea," Pope's "Writing and Speaking German." Winter.

103. **Elementary Classics and Composition.** Hauptmann's "Die Versumkene Glocke;" short poems. Spring.

104. **Classics.** Schiller's "Don Carlos" or Lessing's "Nathan der Weise." Fall.

105. **Classics.** Scheffel's "Ekkehard," or Sudermann's "Der Katzensteg." Winter.

106. **Classics.** Modern dramas from Fulda, Sudermann and Hauptmann. Spring.

107. **Advanced Composition and Conversation.** Summer.

108. **The Teaching of High School German.** Summer.

College Courses In Spanish.

1. **Beginners' Spanish.** Summer.
2. **Beginners' Spanish.** Summer.
3. **Second Year Spanish.** Crawford's Composition; easy reading in South American and Spanish literature. Summer.
4. **Elementary Spanish.** Continuation of 3. Summer.

DEPARTMENT OF HOME ECONOMICS.

High School Courses.

Domestic Science III. a. Consideration of sanitation of the kitchen, study of utensils, stoves and fuels. Study and preparation of beverages, fruits, vegetables, cereals, milk and egg recipes. Fall and spring.

Domestic Science III. b. A continuation of IIIa. Study and preparation of meats, fish, cheese and gelatin dishes. Study of leavening agents including baking powder, soda, air and yeast in dough and batter mixtures. Winter and summer.

Domestic Art IV. a. The principles of plain hand sewing are given in this course, including various kinds of seams, patching, darning, basting and hemming. Special consideration is given to correct position while sewing, neatness and accuracy in work, making of small, useful articles. Fall and spring.

Domestic Art IV. b. A continuation of High School Domestic Art I with the study of button hole making, crocheting, embroidering and knitting. The application of these principles in the making of useful articles, such as bags, aprons, towels, etc. Winter and summer.

College Courses.

1. **Domestic Science 1.** Study of sanitation, utensils, stoves and fuels. Composition and uses of foods to the body. Preparation of simple recipes including beverages, fruits, vegetables, cereals, milk and egg recipes, meats, cheese, fish, gelatin, dough and batter mixtures. Fall, spring and summer.

2. **Domestic Science 2.** A continuation of Domestic Science I, including canning and preserving. Laboratory. Different methods of canning fruits and vegetables, as the kettle process, the three-day heating process, and others. Jelly, preserve and marmalade making. The use of canned and dried fruits, vegetables and meats in the dietary. Lecture: This course consists of a study of bacteria yeasts and molds as applied to the preservation of food products. Sterilization studied in its various phases. Study of the place of the preserved product in the dietary. Winter and summer.

3. **Domestic Science 3. Dietetics.** Laboratory: Preparation of the more elaborate dishes, such as salads, desserts, meat, fruit, and vegetable preparations. Utilization of left-overs. Planning, purchasing and serving meals. Infant feeding. School and picnic lunches. Serving of meals. Lecture: A study of foods with especial reference to dietetic value. How to combine food materials in a hygienic and economical manner. Dietetic requirements for various ages, occupations, seasons,

etc. Balancing rations. Comparative cost of food materials. Various dietary standards. Winter and summer.

4. Domestic Science 4. Cookery for the Sick and Convalescent. Laboratory: Preparation of the more common invalid foods, such as nutritious drinks, gruels, toasts, cookery of eggs and milk for the sick. Actual practice in the preparation of trays for typical diseases, such as typhoid fever, tuberculosis, Bright's disease, diabetes, biliousness, and dyspepsia.

Feeding the Sick: One-half term. Consideration of various foods suitable for the sick and convalescent. Suggestions for the preparation of trays. A study of the common diseases and their dietetic treatment.

Home Nursing: One-half term. Sick room problems. Principles of contagion and disinfection. Accidents and emergencies. Demonstrations in bandaging, bed-making and other operations necessary in the sick room. Fall and spring.

5. Methods in Home Economics. A study of the methods of presenting home economics to girls of various ages. Materials suitable for reference work. How to make the patrons interested in home economics work in school. School exhibits. Judging products at fairs and other gatherings. Planning and equipment of laboratories as regards cost and convenience. Winter.

6. Domestic Art 1. A study of the principles of plain hand-sewing, including various kinds of seams, patching, darning, hemming, button holing, crocheting, embroidering and knitting. The practcial application of these principles in the making of useful articles as bags, aprons, towels, handkerchiefs and baby clothes. Fall, spring and summer.

7. Domestic Art 2. Drafting of patterns for under-garments, including corset cover, drawers, petticoat and nightgown. The under-garments are made from these drafted patterns, thus giving the student a general idea of the main points of a pattern. Demonstrations are given in the manipulation and care of sewing machines. Finishing and trimming of undergarments. Study of the various materials suitable for underclothing, such as muslin, cambric, nainsook, and others. Winter and summer.

8. Domestic Art 3. A kimono, bungalow apron, shirt waist, skirt and other simple garments are made in this course. Commercial and drafted patterns are used. Study of styles and materials. Winter.

9. Domestic Art 4. Making wash dress. Study of cotton materials and linens. Alteration of commercial patterns. Special attention given to fitting and finishing. Summer.

10. Domestic Art 5. Advanced dressmaking. A silk and woolen dress are made in this course. Study of colors and styles as suitable for individuals. Study of woolen and silk textiles. Fall.

11. Domestic Art 6. Millinery and advanced textile study. The student is made familiar with the materials used in hat making. How hat frames are made and covered. Use and abuse of color in millinery. Suitable trimmings. Styles of hats required by different individuals. The student makes three hats in this course. The textile work consists of a study of the source, manufacture and use of cotton materials, linens, silks and woolen goods. Tests for adulterants. Prices and various uses are compared. Household linens are given special attention. Spring.

DEPARTMENT OF ART.

Drawing.

1. **Crayola.** Elementary course. Object drawing, blackboard sketching, illustrative of simple stories and primary design. Elementary landscape, composition and design. Every term.

2. **Water Colors I.** Object drawing. Mediums used: Water colors, crayons, charcoal, brush and ink. All primary and rural teachers need these courses. Every term.

3. **Water Colors II. Grade Course.** Model drawing, study of light and shade. Composition. Fall and spring.

4. **Water Colors III. Grade Course.** Still life grouping, illustrating principles of perspective, landscape sketching. Mediums used: Charcoal, water colors, pen and ink. Winter and summer.

5. **Design. a.** Principles of decoration, elements of beauty, study of balance, rhythm. On demand.

6. **Design. b.** Historic ornament, decorative design, principle of decoration, elements of beauty and a study of balance, rhythm, and harmony. On demand.

It is desirable that a knowledge of the history of art and aesthetics should be obtained as a basis of this study, that the principle be used in the art classes and their application to the various materials, as wood, leather, clay, etc.

Mediums used: Water colors, crayons, pencils, brush and ink.

7. **Oil Painting. a.** Still life groups, landscape. Spring and summer.

8. **Oil Painting. b.** Life. Spring and summer. Mediums used: Oil and charcoal.

9. **Special Methods in Art.** Observation, reading and planning will constitute half of this course, and teaching the other half. One term credit. Summer.

Manual and Applied Arts.

1. **Primary Handwork. a. Paper Cutting and Cardboard Construction.** This course deals with problems of the first three grades and includes exercises in freehand cutting, folding, constructing, decorating and weaving with paper. Intended to develop a practical method of relating the fundamental processes of home and industrial life to the dominant interests of the child through the exercise of the constructive instincts and organized play. Special emphasis is placed upon the correlation of handwork with all primary subject-matter. Fall, spring and summer.

2. **Primary Handwork. b. Clay Modeling and Sand Table Work.** Correlation of modeling with geography, history, nature study, language, and story telling. Attention given to illustrating these subjects on the sand table, and the working out in clay of simple objects in the round, in relief work and pottery. Winter and summer.

3. **Primary Handwork. c. Weaving, Textiles.** Weaving with yarn, carpet rags and raffia. This includes the construction and use of card-

board and wooden looms. Articles made are those useful in the home and school. Fall and spring.

4. **Grade Handwork. a.** This course deals with the problems of the grades from the fourth to the eighth. Continued attention is given the use of handwork as an illustrative factor where it can be used to advantage in teaching geography, arithmetic, history, literature, and the industries. Emphasis is given technique and the organization of such forms of handwork as may be used successfully in regular classroom work. It includes more advanced work in paper and cardboard construction, book making, stencils, lettering and applied design. Fall, winter and summer.

5. **Grade Handwork. b. Basketry.** This course includes mats and baskets, made from raffia, rice straw or matting, reed and some of the native grasses and materials practical for the ordinary school room use. Indian and Japanese stitches, braiding and coiling. Winter and summer.

6. **Art Craft. a. Basketry—Advanced.** More emphasis given to technique and the application of design, sources of material and history of basketry. On demand.

7. **Art Craft. b. Leather Craft.** Processes of cutting, tooling and staining leather. Working out problems such as book or magazine covers, bags, card cases, desk sets and various projects suitable for leather. On demand.

8. **Art Craft. c. Metal Craft.** Process of hammering, annealing, etching, riveting and soldering. In jewelry, setting of stones and enameling, making of chains and coloring. On demand.

9. **Art Craft. China Painting.** Study and application of simple conventional designs to flat and rounding surfaces suitable for table use. Summer.

10. **Art Craft. China Painting.** Continuation of above. Emphasis on more difficult design and larger pieces. Summer.

Manual Training.

1. **Bench Work. a.** Elementary tool processes, as sawing, planing, boring, and finishing. Beginning working drawings, and the making of pieces involving end to end, dowel, miter, and simple joints are worked out. The outfitting of some one room in the house is begun.

2. **Bench Work. b. Cabinet Making.** Working drawings for furniture and the execution of the pattern carried out in wood. This course is a continuation of course a, dealing with greater complexities. Reports on various phases of woodwork, consult manual training magazine, and the books on woodwork in library.

3. **Bench Work. c. Cabinet Making and Shop Problems.** Study of hard and soft woods. Equipment of wood working shop for school purposes. Plans course of study for boys below high school. Cabinet making cintinued, or some special phase of woodwork taken up; as a course for agricultural students.

All bench courses are two hour courses and count one term credit each.

Writing and Bookkeeping.

1. **Writing. a.** Correct position of the body, penholding, movement, material, and actual practice will be required. Emphasis on what to teach in the different grades and how in each. Every term.

2. **Writing. b.** Actual practice with special attention to letter forms. Outside work required. Emphasis on upper grade writing in public schools. Every term.

Plain, legible writing will be taught, such as represented by Spencer, Ransomarian, or the Palmer system. Blackboard and printed copies will be used.

3. **Bookkeeping. a.** Theory of debits and credits, journalizing, posting, balance sheets, closing ledger, balance of balances are introduced. Fall and winter.

4. **Bookkeeping. b.** Mastery of the journal, cash-book, sales-book, purchase-book, bill of lading, statement of accounts, notes, checks, drafts, and other commercial papers will be accomplished. Winter and spring.

5. **Farm Accounts.** May follow **a.** Fall and spring.

This work will be conducted mostly by the laboratory method. Neatness, accuracy, and speed are emphasized. The main object of this department is to prepare for teaching commercial subjects in the high schools.

DEPARTMENT OF PHYSICAL EDUCATION.

1. **Physical Training I. Elementary.** Marching, calisthenics, gymnastic dances, and games. One-fourth credit. Every term.

2. **Physical Training II. Intermediate.** Marching, calisthenics, folk dances, rhythmic dancing, dumbells, barbells, German horse and bounce board, and games. One-fourth credit. Every term.

3. **Physical Training III. Advanced.** Marching, calisthenics, Swedish gymnastics, folk dances, rhythmic dancing, Indian clubs, parallel bars, flying rings, travelling rings, elementary tumbling, games. One-half credit. Every term.

4. **Physical Training IV. Specials.** Tennis, fencing, advanced rhythmic dancing, field hockey, cricket, boxing, wrestling, advanced apparatus work, and tumbling. One-half credit. Every term.

Only students who have completed the first two courses will be allowed to enroll in course IV.

5. **Methods Playground for Women.** Physiology, essentials of anatomy, public hygiene, school hygiene, and personal hygiene, first aid to the injured, Swedish gymnastics, folk dances, rhythmic dances, schoolyard games, and basketball. One term credit. Fall and summer.

6. **Methods Athletic for Men.** Physiology, essentials of anatomy, public hygiene, school hygiene, personal hygiene, first aid to the injured, military tactics, Swedish gymnastics, folk dances, schoolyard games, methods of coaching football, basketball, baseball, track and field athletics. One term credit. Winter and summer.

Physiology is a prerequisite to methods course.

These courses are offered to students who wish to prepare for coaching athletics or as teachers of physical training.

Aims. (1) To care for the health and bodily education of the students, giving special emphasis to the interdependence of body, mind, and soul; to develop character as well as muscle. (2) To train our students to coach athletics and supervise the playgrounds of rural and city schools.

Methods. During the year short lectures are given to the students on personal hygiene, first aid to the injured, and systematic physical training, schoolyard plays and games, methods of coaching football, basketball, baseball, track and field sports.

Physical Examination. A physical examination, including measurements, strength tests, and careful examination of the vital organs, is required of every student before entering a class and again at the close of the term if the student so desires. Advice is given each student at this time as to his proper exercise, diet, sleep, and general care of his body.

The drills are adapted to the physically average student, and are but the minimum of exercise. When, in the opinion of the director, a student is sufficiently ill or disabled to require absence from the exercise, he is excused.

The director will prescribe special work for students who are physically unable to take part in the regular class work in physical training, and will adjust the work to suit each individual.

Credit. One-fourth term credit is given for satisfactory work in physical training. Not to exceed one term credit will be given for physical training. Full credit is given in addition for satisfactory work in either of the methods courses.

Lockers. Each student enrolled will be assigned a separate locker in the locker room and will be held responsible for the care of same.

Baths. Only students in physical training and athletics will have free use of baths and other gymnasium privileges.

Uniforms. Each student is required to wear the regulation uniform in all class work, and must keep same in perfect condition.

Uniforms for Men. Maroon jersey with NORMAL letters across the breast. Navy blue pants with two one-quarter-inch stripes down the sides. White canvas shoes with white rubber soles.

Uniforms for Women. White middy blouse. Blue serge bloomers. White canvas shoes with white rubber soles.

DEPARTMENT OF MUSIC.

Public School Music.

391. Music I. Song interpretation, voice culture, ear training and dictation, written work required, elements of notation and terminology, sight singing. Music adapted to the first four (1-4) years of elementary school will be used.

392. **Music II.** Song interpretation, voice culture, ear training and dictation, elements of harmony, melody, writing, elements of form, the phrase, the period, binary and ternary structures, sight singing. Music adapted to last four (5-8) years of elementary school.

491. **Music III.** Elementary harmony two days per week. Sight singing and music appreciation. Music especially suitable for high schools will be used in this class.

492. **Music IV.** Methods three days per week. History of music two days per week. A study of the child voice, note singing, the selection of songs, the monotone and the development of an appreciation of the best in music.

591. **Music V.** Ear training and dictation, advanced work, harmony and musical forms, practice teaching, musical history, chorus and solo singing.

592. **Music VI.** High school music, harmony and musical form, practice teaching, art of conducting, chorus and solo singing.

691. **Music VII.** Advanced work in the pedagogy of school music; practice in conducting chorus, counterpoint, chorus and solo singing.

692. **Music VIII.** Practice in teaching and conducting chorus, counterpoint and composition, methods adapted to institute instruction.

Chorus. One period daily. It is not a period of recreation for uninstructive singing. It is series of valuable lessons in the technical and interpretative elements of choral music. Such choral works as Gaul's Joan of Arc, and Hofman's Melusina will be studied and given in public. Open to all students having had practice in singing. Glee club for young men. Glee club for young women. One term credit for all work in this line.

The Supervisors' course in music includes piano work through fourth grade and voice work through intermediate grade.

Instrumental Music (Piano)

First and Second Grade. Koehler, op. 157; Gurlitt, op. 130-131; Lemoine-Sidus; Duernoy, op. 120; Bertini, and others. Easy pieces by Lange, Sidus, Steibelt, Czerny, Lichner, Oesten. Easy Sonatinas by Clementi, Lichner, Kuhlau, Reinecke, and others.

Third Grade. Heller, op. 47-46; Loeschorn, op. 66; Czerny octave studies; Schuman's Album for the Young; Beethoven, op. 33. Easy Sonatas by Haydn, Mozart. Pieces by Merkel, Durand, Bohm, Godard, and others.

Fourth Grade. Bach Inventions, Heller op. 45; Low Octave Studies, Czerny, op. 299; Cramer. Sonatas, Haydn, Mozart, Beethoven. Pieces by Bendel, Chopin, Moszkowski; Schubert, Hiller, Weber, Mendelssohn, Tschaikowsky, Kroeger, and others.

Fifth Grade. Bach's English and French Suites, Heller's Art of Phrasing, op. 16; Clementi's Gradus ad Parnassum; Moscheles, op. 70; Jensen, op. 32. Pieces—Schumann Novelettes; Chopin; Rubinstein; Raff; Liszt; Grieg; MacDowell.

Sixth Grade. Selected. Bach's preludes and Fugues; Henselt, op. 2; Kullak School of Octaves; Chopin; Grieg. Concertos—Beethoven, Weber, Mendelssohn, Liszt.

Graduates must make grades in harmony, musical history, etc., and appear in recitals. Advanced pupils will give entire programs. Text books: Goodrich's Analytical Harmony, W. S. B. Mathew's Musical History. Students may enter classes in sight reading, two or more pianos being used. Special course prepared for post-graduates. Price, eight thirty-minute lessons for $6.00.

Credits in piano as follows:

First and second grades, one term each.
Third and fourth grades, two terms each.
Fifth and sixth grades, three terms each.
Total, twelve terms, or 30 semester hours.

Voice Culture.

Preparatory Grade. Fundamental work in management of breath. Voice placement and tone production. William Shakespeare. Vocaleses —Behnke-Pearce, Vaccai, Lutgen, Concone. Musical history and biographies. Easy English songs.

Intermediate Grade. Vocaleses—Bonoldi, Concone, Panofka, Marchesi. Advanced songs in English. Study of classical musical literature and songs in Italian and German. Sight reading and choral work. Song recitals.

Graduating Grade. Advanced studies by Marchesi, Concone, Panofka, Lamperti, etc. Advanced songs in English, Italian, and German. History of opera and oratorio. Songs from standard operas and oratorios.

To complete this course students must have three terms German, elementary harmony and piano to fifth grade.

In voice, credits are given as follows:

Preparatory grade, two terms.
Intermediate grade, four terms.
Graduating grade, six terms.
Total, twelve terms, or 30 semester hours.

Band and Orchestra.

Individual lessons are given on any instrument used in either band or orchestra. The conditions are same as those in piano. Opportunity is given for much practice and the instruction is thorough.

All who join either band or orchestra get two free practices each week.

The Conservatory of Music.

Recitals are given. The aim is to train the student for a life work, and to develop knowledge and skill.

The length of time it takes to complete a musical course depends upon the amount of time given to it daily. The expenses are at the rate of $6.00 for eight private lessons. The one who gives half time to music will spend for music lessons from $50.00 to $60.00 annually.

The courses of study provide for thorough technique, artistic interpretation and a full musical education. Normal students may elect music as a major, either voice, piano or violin or other orchestral instrument. In doing this they receive one lesson per week free on following conditions:

Requirements for Free Individual Lessons.

1. Major in music in which free lessons are taken with the intention of teaching that music and agreeing to complete all grades in that special kind of music.
2. Must have equivalent of two grades in instrument and the preparatory grade in voice before getting free lessons.
3. Enrollment in the school for three successive terms at one time when first lessons are taken.
4. Carry at least two academic or pedagogic subjects requiring preparation, one of which must be English or other language, and maintain a grade of M or more in all subjects studied. Specials and half term subjects will not be counted. Other music will not count.
5. Enrollment continuously in a public school music class.
6. Must have completed the equivalent of a two years' high school course. Show credentials giving twenty-four credits in the usual high school subjects.
7. Regular and prompt attendance and participation in rehearsals and performances whenever called, announced or set by program.
8. Take part in any music program given under the auspices of the school when so instructed by the teachers who give the lessons.
9. Practice daily the length of time designated by the teacher.

Failure to comply with any of these regulations or to make proper record forfeits all rights to individual lessons. In case of such forfeiture or withdrawal from school before completing the course all lessons that have been given must be paid for at seventy-five cents per lesson.

THE TRAINING SCHOOLS.

The training school consists of ten grades and is organized into three sections, as follows:

1. Greenwood school consists of grades one to six inclusive, of 20 children each with three supervisors.

2. The Junior High school section consists of grades seven to ten inclusive, consisting of about 120 students with three supervisors. The work is arranged on the departmental plan.

3. Sunshine school is a rural school enrolling about 60 children in eight grades with one supervisor. Not less than two student teachers give full time for six weeks at a time in this school and receive 5 semester hours of credit for the practice teaching.

The heads of the various academic departments of the Normal School devote considerable time to the work of the training departments, in conference, and in teaching classes for student teachers and for observing students.

These schools are laboratories in which principles of method and the various theories of education are demonstrated and worked out. Work in the training school is as essential to the student who is preparing to teach as work in the hospital is to the prospective doctor. Each serves the double purpose of a model school and a training school. Much of the teaching is done by trained supervisors for the purpose of giving concrete demonstration of educational principles in the presence of students who are preparing to teach. Observation classes are organized, too, for the purpose of studying the best methods as presented in the training schools.

They are also practice schools in which student teachers work out and apply the principles of method and general educational theory. The aim is to impress upon the minds of the student teachers their own personal responsibility for the progress of the children in their various studies, for the discipline of the class as a whole, and of individual children in particular.

While the principles of teaching are essentially the same under all conditions and at all times, nevertheless the problems of organization and management are not the same, and one of the chief problems is to develop in the student teachers the ability to adapt themselves to different conditions and to meet the many problems of organization, management and discipline as they may find them when they go into actual practice.

In making up their estimates of the personal, scholastic and professional qualifications of student teachers, the opinion of the supervisors, the heads of departments, and the director are all considered, each being given due weight so that a fair and reasonably accurate opinion may be formed in regard to the possibilities of each and every student.

The State Course of Study forms the basis of the work. It is expected, however, that the heads of the departments will make such suggestions as they may see fit in regard to the content, order and general arrangement of the subject-matter in their several branches. Special attention is given to the problem of modifying and adapting the course of study to the needs of the children in the several schools. Student teachers are taught to look upon the course of study as a servant and not as a master, and hence it can be used as an outline or general guide while at the same time being modified to meet local needs as indicated above. To make these changes is one of the first problems that should be set before the student teachers.

CLASS MEMORIALS.

The first class to be graduated from the school left, as a token of love for their Alma Mater, a statue to adorn the corridors. This beautiful consideration has become custom. Every succeeding class has left some such memorial to the institution, thus typifying a close relationship between the students and the school far more than any mere financial consideration involved. The memorials thus bestowed are as follows:

Class 1907. Winged Victory. (Sculptor unknown.)

Class 1908. Hebe. (Thorvaldsen.)

Class 1909. Ulysses Deriding Polyphemus. (Turner.)

Class 1910. Sir Galahad. (Watt.)

Class 1911. Aurora. (Guido Reni—Basrelief.)

Class 1912. Liberty. (Rauch.)

Class 1913. Washington. (Handon.)

Class 1915. Reading From Homer. (Alma-Tadema—Basrelief.)

Class 1916. Bronze Fountain.

Class 1917. Bronze Tablet Commemorating Gift to the Red Cross.

GRADUATES, 1917

CANDIDATES FOR DEGREE OF BACHELOR OF SCIENCE IN EDUCATION, 120 HOURS.

Braun, Elsie ..... Springfield, Mo.
Galbraith, Lester V. ..... Eldorado Springs, Mo.
Greer, Earl ..... Republic, Mo.
Harrison, Katheryn ..... La Plata, Mo.
Johnson, Elmer H. ..... Preston, Mo.
Lemmon, Ellasue ..... Springfield, Mo.
Nixon, Louise ..... Springfield, Mo.
O'Rear, Floyd B. ..... Springfield, Mo.
Speaker, L. M. ..... Republic, Mo.
Wills, Mrs. Clara ..... Marshfield, Mo.

CANDIDATES FOR DIPLOMA FOR HIGH SCHOOL TEACHING, 90 HOURS.

Anderson, Irene ..... Springfield, Mo.
Baker, W. H. ..... Pineville, Mo.
Braswell, Nova ..... Alton, Mo.
Brown, Helen B. ..... Everton, Mo.
Cartwright, C. H. ..... Navy
Coon, Wendell ..... Iowa
Corbett, Reba ..... Springfield, Mo.
Dishman, A. B. ..... Everton, Mo.
Ely, G. G. ..... Billings, Mo.
Engleman, Finis ..... Navy
Galbraith, E. L. ..... Eldorado Springs, Mo.
Greer, Marion ..... Nash, Okla.
Harrison, Esta ..... Cold Spring, Mo.
Heath, Tillie ..... Crocker, Mo.
Hyde, Freeman ..... Niangua, Mo.
Kay, Dewey ..... Walnut Grove, Mo.
Keel, Minnie Lee ..... Excelsior Springs, Mo.
Legate, Mary ..... Marionville, Mo.
Lounsbury, J. L. ..... Navy
McCandless, Ruth ..... Rockville, Mo.
Masters, G. Troy ..... Springfield, Mo.
Mittelbach, Leola ..... Kansas City, Mo.
Moore, J. Ed. ..... Springfield, Mo.
Morgan, Helen ..... Steelville, Mo.
Munford, Anna ..... Springfield, Mo.
O'Neal, Mildred ..... Springfield, Mo.
Osborn, Chloe ..... Springfield, Mo.
Robins, Elda ..... Bethany, Mo.
Selvidge, G. B. ..... Collins, Mo.
Watson, Adrian ..... Benton, Iowa
Wilkerson, Clifton ..... Waynesville, Mo.
Wilson, Katherine ..... Mount Vernon, Mo.
Wright, Louise ..... Cassville, Mo.
Zook, D. E. ..... Navy

CANDIDATES FOR DIPLOMA FOR ELEMENTARY TEACHING, 60 HOURS.

Allan, Ethel ..... Springfield, Mo.
Anderson, Dorothy ..... Springfield, Mo.
Andre, Lucile ..... Billings, Mo.
Atteberry, Frankie ..... Webb City, Mo.
Babb, Samuel F. ..... Buffalo, Mo.
Baker, Barney ..... Dunnegan, Mo.
Baker, Mrs. Barney ..... Dunnegan, Mo.
Baker, Mrs. W. H. ..... Pineville, Mo.
Barnard, Lester ..... Springfield, Mo.
Bernard, Helen ..... Peirce City, Mo.
Bisplinghoff, Ethel ..... Bismarck, Mo.
Bonter, Albert ..... Caney, Kan.
Bowling, Albert ..... Conway Springs, Ark.
Brand Katherine ..... Jerico Springs, Mo.
Brown, Alta L. ..... Billings, Mo.
Brown, Hazel ..... Lathrop, Mo.
Brown, Helen M. ..... Joplin, Mo.
Carter, M. E. ..... Hartville, Mo.
Case, Jennie Lee ..... Dewar, Okla.
Cheek, Ralph ..... Navy
Cochran, Pauline ..... West Plains, Mo.
Cock, Jewel ..... Joplin, Mo
Cockman, Leta ..... Thayer, Mo.
Coon, F. C. ..... Springfield, Mo.
Copenhaver, Katherine ..... Joplin, Mo.
Cowan, Dora ..... Peirce City, Mo.
Cowan, Mary Jane ..... Peirce City, Mo.
Cowden, Lenore ..... Springfield, Mo.
Crutcher, Ann ..... Springfield, Mo.
Daniels, Josephine ..... Springfield, Mo.
Davis, Mabel ..... West Plains, Mo.
De Foe, Eleanor ..... Baldwin, Mo.
Dennison, J. W. ..... Joplin, Mo.
Engleman, George ..... Springfield, Mo.
Fadler, Edna ..... Carthage, Mo.
Finley, Ethel ..... Buffalo, Mo.
Frank, Kate ..... Rich Hill, Mo.
Franks, Katherine ..... Webster Groves, Mo.
Frankenberger, Edna ..... Carthage, Mo.
Georgens, Beulah ..... Osceola, Mo.

Gilmer, Gertrude.....Willow Springs, Mo.
Govier, Bessie .....Springfield, Mo.
Hamel, Barbara .....Springfield, Mo.
Harmon, Fahy .....Greene County
Heald, Daisy .....Joplin, Mo.
Hendrick, Cora .....Carthage, Mo.
Hibler, Mary .....Minden Mines, Mo.
Holmes, Ava .....Wheaton, Mo.
Hoffmeister, Lucile .....Lamar, Mo.
Jenner, Gertrude .....Springfield, Mo.
Jensen, O'Eta .....Springfield, Mo.
Johnson, I. H.....Carterville, Mo.
Johnston, Ollie.....West Plains, Mo.
Kesterson, Ethel .....Springfield, Mo.
Lollar, Letha .....Harwood, Mo.
McCrory, Esther .....Bolivar, Mo.
McMurtry, G. W.....Bois D'Arc, Mo.
Martin, G. B.....Joplin, Mo.
Massey, Mildred .....Springfield, Mo.
Masters, George E. .....Joplin, Mo.
Matthews, Leslie .....Army
Meredith, Lillian .....Joplin, Mo.
Mitchell, Edith .....Dewar, Okla.
Morris, Cora .....Bois D'Arc, Mo.
Muri, Katherine .....Springfield, Mo.
Neagle, K. H.....Hartshorn, Mo.
Neil, Della .....Republic, Mo.
Newman, Esther .....Springfield, Mo.
Nichols, Myrtle .....Lebanon, Mo.
Ollis, Irene .....Springfield, Mo.
Ollis, Mildred .....Springfield, Mo.
Parker, Buanta .....Springfield, Mo.
Porter, Hazel .....Joplin, Mo.
Pugh, Ruth .....Mount Vernon, Mo.
Raney, Hallie.....Golden City, Mo.
Raney, Will .....Springfield, Mo.
Ruberson, Ethel .....Springfield, Mo.
Ryan, Marie.....Peirce City, Mo.
Shafer, Mary E. .....Ava, Mo.
Shipman, Agnes .....Joplin, Mo.
Spaid, C. L.....Joplin, Mo.
Stafford, Ernest .....Willard, Mo.
Steger, Mary .....Mountain Grove, Mo.
Sudekum, Esther .....Clayton, Mo.
Sullivan, J. C. .....Rogersville, Mo.
Swope, Edna.....Ash Grove, Mo.
Tetrick, James W. .....Moundville, Mo.
Tiffany, Harriett .....Springfield, Mo.
Tillery, Corlia .....Lebanon, Mo.
Underwood, Edna .....Carterville, Mo.
Vaughan, Mary E.....Springfield, Mo.
Warren, Ruth .....Greenfield, Mo.
Wasson, Stella.....Dewar, Okla.
Woolford, Maude .....Koshkonong, Mo.
Wyant, Florence .....Rolla, Mo.
Young, Carrie.....Metcalf, Ariz.
Zook, Mrs. Maggie L.....Beulah, Mo.

CANDIDATES FOR GRADUATION IN MUSIC.

Gillen, Mabel .....Joplin, Mo.
Knabb, Verna .....Springfield, Mo.
Thompson, Mrs. Vivian....Tonkawa, Okla.

ENROLLMENT, 1916-1917

FROM TWENTY-TWO COUNTIES OF NORMAL SCHOOL DISTRICT NO. 4.

Barry	41	Lawrence	58
Barton	34	McDonald	27
Cedar	39	Newton	45
Christian	49	Ozark	14
Dade	38	Polk	41
Dallas	34	Stone	20
Douglas	17	Taney	19
Greene, County	141	Texas	44
Greene, Springfield	359	Vernon	39
Howell	65	Webster	65
Jasper	129	Wright	101
Laclede	48		
		Total	1446

FROM OTHER COUNTIES IN MISSOURI.

Bates	6	Lafayette	1
Benton	2	Lincoln	2
Bollinger	3	Macon	1
Boone	1	Madison	1
Butler	2	Maries	15
Callaway	4	Miller	1
Camden	8	Mississippi	1
Cape Girardeau	1	Moniteau	2
Carter	3	New Madrid	1
Cass	6	Oregon	26
Chariton	1	Phelps	17
Clinton	1	Pike	2
Cooper	2	Pulaski	36
Crawford	17	Ray	1
Davies	1	Ripley	3
Dent	6	Shannon	18
Dunklin	1	St. Charles	2
Franklin	4	St. Clair	21
Gasconade	2	St. Francois	2
Harrison	2	St. Louis	11
Henry	8	Stoddard	2
Hickory	23	Washington	2
Howard	1	Wayne	2
Jackson	5	Worth	1
Jefferson	2		
		Total	276

FROM OTHER STATES.

Arizona	2	Nebraska	3
Arkansas	19	Oklahoma	22
Colorado	1	Tennessee	1
Indiana	2	Texas	4
Iowa	2	Wyoming	1
Kansas	5		
Michigan	1	Total	63

Number training students enrolled for year	196
Number Normal students enrolled for year	1797
Total	1993

STUDENTS ENROLLED, 1916-1917

Name	County
Abram, Mabel, II	Jasper
Acre, Crystal, III	Stone
Adair, Haydon, III	Greene
Adams, Chloe, II	Laclede
Adams, Helen W., 1	Greene
Adams, Mattie, III	St. Clair
Adams, Virgil, II	Macon
Alburty, Ina, I	Christian
Alburty, Virgil, II	Christian
Alden, Marietta, IV	Greene
Alexander, Edith, III	Dallas
Alexander, Irva, I	Laclede
Alexander, Ruth, 1	Dallas
Alford, Grace, III	Dallas
Alford, Mary, III	Dallas
Allebach, Franz E., III	Greene
Allebach, Vernon, IV	Greene
Allen, Ethel, 2	Greene
Allen, Mrs. Horace, IV	Barry
Allen, Madge, 2	Oregon
Allen, Wm. H., 1	Boone
Alley, Halbert, IV	Texas
Allyn, Blossom, III	Greene
Anderson, Celia, 1	Pulaski
Anderson, C. F., 2	Greene
Anderson, Dorothy E., 2	Greene
Anderson, Golden, III	Cedar
Anderson, Irene, 3	Greene
Anderson, Louise, II	Greene
Anderson, Minnie, II	Jasper
Anderson, T. R., IV	Newton
Anderson, T. W., 4	Greene
Andre, Lucile, 2	Christian
Anson, Mrs. Clorinda, II	Cedar
Appleby, Christie, IV	Greene
Appleman, Olga, 2	Jasper
Armentrout, Elsie, II	Greene
Armfield, Louise, 2	Lawrence
Armfield, Marie, 2	Lawrence
Arlin, Lura, 1	Jasper
Arnold, E. E., 1	Greene
Arnold, J. A., 1	Greene
Arnold, Marie, III	Howell
Arnold, Ruth, IV	Howell
Ashby, Mary, 2	Cass
Aton, Ira E., II	Greene
Atteberry, Frankie, 3	Jasper
Atteberry, Sylvia E., 1	Jasper
Aurand, Horace, 1	Greene
Austin, Jennie B., III	Cedar
Babb, S. F., 2	Dallas
Bacon, Lora, III	Barry
Bain, Iris, III	Newton
Bagley, H. E., II	Douglas
Baity, Lucile, 1	Barry
Baker, Barney, 2	Cedar
Baker, Mrs. Barney, 3	Oklahoma
Baker, R. M., III	Dallas
Baker, Thelma, IV	Greene
Baker, W. H., 3	McDonald
Baker, Mrs. W. H., 2	McDonald
Baker, Zora, IV	Greene
Baldwin, Mrs. Alva, II	Hickory
Baldwin, Nellie, II	Greene
Barker, Edith, I	Howell
Barnard, Chester, 2	Greene
Barnard, Elizabeth, IV	Greene
Barnard, Lester, 2	Greene
Barnes, Alice, 2	Greene
Barnes, Geneva Aliene, 1	Greene
Barnes, Katie, III	Greene
Barnes, Lora, 1	Webster
Barrett, Ruth, 1	Greene
Barris, Knox, IV	Lawrence
Bass, Walter L., III	Dallas
Bassett, Edith, I	Greene
Bateman, Edith, 2	Taney
Bauer, Erma, 1	Jasper
Bayless, Gorden, III	Wright
Beal, Louise, II	Greene
Bean, Inez, III	Greene
Beasman, Velma, IV	Christian
Becker, Gertrude E., 3	Jasper
Becker, Sibyl, 1	Jasper
Beegle, Fred, II	Greene
Bell, Howard W., III	Jasper
Bell, Ivory, 1	McDonald
Bell, Will, IV	Laclede
Belline, Fern, II	Barton
Benintendi, Anna, IV	Newton
Bennett, Cora, III	Jasper
Bennett, Paul, 1	Greene
Berghans, Mary Frances III	Christian
Bergman, Lizzie, III	Greene
Bernard, Helen, 2	Lawrence
Berry, Luther, III	Wright
Beutler, Sophia, II	Christian
Bilyeu, Gertie, III	Camden
Birch, C. C., 2	Texas
Birch, John, III	Dade

Name	County
Bishard, Laura, III	Howell
Bishop, Bertha, IV	Phelps
Bishop, Emilee, IV	Maries
Bishop, Floy, III	Greene
Bishop, Frank, II	Greene
Bishop, Laura, I	Greene
Bishop, Lulu, III	Greene
Bishop, S. B., II	Maries
Bisplinghoff, Ethel, 2	St. Francois
Bissett, William, IV	Greene
Black, A. Z., 1	Phelps
Blackman, Belle, IV	Barton
Blackman, June, I	Greene
Blackman, Robert, I	Greene
Blair, Ruth, I	Crawford
Blankenship, Bernece, IV	Oregon
Blankenship, Dorothy, III	Greene
Blankenship, Edna, II	Oregon
Blankenship, Eva, I	Greene
Bliss, Perry, IV	Hickory
Bloys, Ollye, 1	Lawrence
Blythe, Flossie, I	Barry
Bodine, Etta, III	Barry
Boehm, C. H., 4	Greene
Boehmer, Louise, 3	Greene
Boggs, Ollie, II	Wayne
Bohannon, O. W., 1	Wright
Boly, Stella, 1	Butler
Bonner, Georgie, I	Christian
Bonter, Albert, 2	Kansas
Boone, Alice, IV	Hickory
Boren, Pearl, I	Laclede
Borth, Ruth, 1	Ripley
Bounous, Naomi C., 1	Barry
Bowen, Aileen, 1	Greene
Bowen, Minnie E., 1	Phelps
Bowlin, Eunice, 2	Wright
Bowling, Albert, 2	Kansas
Boyd, Blanch, III	Newton
Boyd, Charles C., 1	Oklahoma
Boyd, Emily B., III	Newton
Boyd, Janet, 2	Greene
Boyd, William, I	Christian
Boyts, Ruth, 2	Greene
Bradford, Cora, II	Laclede
Bradford, La Fern, 1	Jasper
Bradford, Ruth, 1	Barry
Bradley, Impo B., 1	Jackson
Bradley, Lillian, III	Hickory
Bradley, Mae, III	Hickory
Bradley, Minnie, IV	Hickory
Bradly, N. T., 1	Henry
Bradshaw, O. S., 3	Greene
Bragg, Lucy, I	Douglas
Bramwell, Gladys, II	Laclede
Brand, Katherine, 2	Cedar
Branson, Sallie, IV	Maries
Brashear, Florence, 1	Lawrence
Braswell, Lola, 2	Oregon
Braswell, Nova, 3	Oregon
Braun, Elsie, 4	Greene
Bray, Minnie, 2	Greene
Breeden, Gladys, 1	Greene
Brent, Dee, I	Hickory
Brewster, Ruth, III	Howell
Briggs, Mrs. A. W., 1	Greene
Brightwell, J. C., II	Taney
Brimley, Pearl, II	Jefferson
Britain, Bettie, II	Lawrence
Britzman, Mary, III	Texas
Brixey, Blanche, III	Webster
Brock, C. E., 3	Dallas
Brooks. Juanita, 2	Jasper
Brooksbank, Irma, 1	Greene
Brooksbank, Marvin, 1	Greene
Brookshire, Rachel, I	Phelps
Brookshire, Virgia, I	Phelps
Brown, Alta Lorainne, 2	Christian
Brown, Atlantic, 1	Greene
Brown, Beulah, 1	Barton
Brown, Crissie, I	Newton
Brown, Eurela, 1	Greene
Brown, Eva, IV	St. Louis
Brown, Flora M., IV	McDonald
Brown, Floy, 1	Barton
Brown, Mrs. G. Richard, 1	Oklahoma
Brown, Hazel, 2	Clinton
Brown, Helen B., 3	Buchanan
Brown, Helen M., 2	Jasper
Brown, Lillian, 1	Polk
Brown, Margaret, 2	Wright
Brown, Martha, 3	Jasper
Brown, Martin, IV	Greene
Brown, Miriam, 2	Greene
Brown, Wave, 1	Greene
Brown, W. M., IV	McDonald
Brownfield, A. W., 1	Pulaski
Browning, Nolan, 1	Lawrence
Brumble, L. O., II	Maries
Brune, Adam, III	Maries
Bryan, Nora, I	Laclede
Bryant, Helen, 1	Jasper
Bryant, Pearl, III	Greene
Buck, Mabel, 1	Texas
Buckley, Mrs. Anna M., 1	Greene
Buckner, Ernest, I	Greene
Buckner, Vernie, II	Greene
Burchard, Lee, III	Pulaski
Burdett, Vestil, I	Douglas
Burke, Flora, I	Crawford
Burke, Henry, III	Douglas
Burke, O. E., 1	Crawford
Burke, Ruth, I	Crawford
Burkhart, Grace, I	Christian
Burton, Earl, IV	Greene
Bustrin, Esther, III	Barton
Butler, Chalcy, 1	Dallas
Butler, Cloa, IV	Oregon
Butler, Ethel M., 1	Jasper
Butler, W. Evangeline, III	Shannon
Butler, Grace A., III	Shannon
Butterfield, Cleora, 2	Vernon
Butterfield, Gertrude, 1	Barton
Butterfield, Jessie A., 2	Laclede

Name	County
Butts, Florence, 3	Greene
Byron, Ethel, 1	Vernon
Cahill, Walter, II	Greene
Cain, Elsie, 2	Texas
Caldwell, Alice, III	McDonald
Cale, Blanche, III	Jasper
Calfee, Zola, 1	Dade
Cameron, Lottie E., 2	Lawrence
Campbell, Florence, 1	Newton
Campbell, Jean, 3	Greene
Campbell, J. M., I	Vernon
Campbell, Opal, 1	Vernon
Campbell, Lotus H., 1	Douglas
Campbell, Mabel, 1	Jasper
Cantrell, Mrs. Annabel, 1	Greene
Cantrell, Effie, II	Wright
Cantrell, Horace, I	Wright
Carden, Iva, I	Greene
Cargill, Bertie, III	Howell
Cargill, Ernest, I	Howell
Carl, Cledes, I	Lawrence
Carl, Flora, 2	Lawrence
Carmichael, Charles, III	Jasper
Carmichael, Perry, 3	Lawrence
Carnahan, Edna, 2	Jasper
Carney, Dora, 2	Jasper
Carney, Winnie, 2	Jasper
Carpenter, Fannabel, 1	Jackson
Carroll, May, 2	Greene
Carstens, E. E., 1	Nebraska
Carter. Amon, II	Wright
Carter, Amy, II	Newton
Carter, Dona, III	Lawrence
Carter, Lelan, II	McDonald
Carter, Lulu, III	Wright
Carter, Maggie, III	Wright
Carter, M. E., 2	Wright
Carter, Ross, I	Christian
Carter, Verba, III	Wright
Carter, Vinnie, 1	Greene
Carter, W. V., III	Wright
Carter, Mrs. W. V., III	Wright
Carter, Zora, 1	Webster
Cartwright, Benj. A., 3	McDonald
Cartwright, Chester H., 3	Ripley
Cartwright, Clara, 1	Barry
Case, Ethel, 2	Phelps
Case, Hazel, 2	Cedar
Case, Lena, 2	Arkansas
Casey, Clara, I	Christian
Casey, Ella, I	Christian
Casey, Florence, I	Christian
Cass, Agnes, III	Webster
Cass, Charlotte, III	Webster
Cavender, Thera, I	Polk
Cavender, Wilbur, II	Polk
Cecil, Helen, 1	Henry
Chambers, Georgia, I	Laclede
Chapin, Beatrice, 2	Greene
Chapman, Lucy, I	St. Clair
Chapman, Neola, 1	St. Clair

Name	County
Chappell, Pearl, 1	Barry
Chaudet, Aneeta, II	Greene
Cheek, Fay, I	Dallas
Cheek, Ralph, 2	Cass
Cheek, Mrs. Ralph, 2	Greene
Cheek, Virgil, IV	Dallas
Chilton, Ruth	Greene
Christeson, Bessie, III	Pulaski
Christner, Jason, III	Greene
Church, Margaret, 1	Shannon
Clark, Edna B., 1	Harrison
Clark, Mattie, III	Wright
Clave, Jessie, III	Polk
Clevenger, Verna, 1	Greene
Click, Albert, IV	Dent
Clift, Ernest, I	Webster
Clopton, W. T., 4	McDonald
Cobb, Juanita, I	Jasper
Cobb, Mayme, 1	Lawrence
Cochran, Allie, 1	Howell
Cochran, Pauline, 1	Howell
Cock, Jewell, 2	Cedar
Cockman, Leta, 2	Oregon
Cockrum, Ada, II	Laclede
Coker, Mata, 1	Greene
Cole, Dewey, 1	McDoneld
Cole, George L, 2	Pulaski
Coleman, Louise, 1	Polk
Coley, Frank, IV	Greene
Colley, Mildred Cloude, III	Lawrence
Collins, Adah, II	Vernon
Collins, Agnes M., 1	Camden
Collins, H. R., 2	Oklahoma
Collins, Pauline, III	Greene
Compton, Lillian, 1	Taney
Compton, Mae, II	Taney
Compton, Myrtle, 1	Taney
Connolly, J. K., 1	Texas
Connor, Clyde, II	Maries
Cook, Vasca, IV	Oklahoma
Coombs, Eleanor, 1	Webster
Coon, F. C., 2	Greene
Coon, Wendell, 3	Greene
Cooper, Gertrude, 2	Lawrence
Copeland, Ethel, III	Greene
Copeland, Pearl, IV	Vernon
Copenhagen, Rolla, II	Oregon
Copenhaver, Katherine, 2	Jasper
Corbett, Reba, 3	Greene
Cordell, Vera, III	Howell
Cornwell, Hope, 1	Barton
Corum, Bess, 1	Greene
Cottengim, Leona, IV	Wright
Couplin, Mrs. Bessie, IV	Dade
Covington, Mildred, 3	Webster
Cowan, Dora, 2	Barry
Cowan, Mary J., 2	Lawrence
Cowan, Ruth, I	Howell
Cowden, Lenore, 2	Greene
Cowdry, Clyde, 1	Greene
Cowherd, Chad, II	Barry
Cowherd, Flossie, II	Barry

Name	County
Cox, Alice, III	Jasper
Cox, Eleanor, 1	Greene
Cox, Henry T., 1	Bates
Cox, Ina, III	Newton
Cox, J. P., II	Cedar
Cozby, Anna, 1	Webster
Crabaugh, Egbert, III	Laclede
Craft, Jessie, 2	Greene
Crago, Edna, 1	Polk
Craig, Alice, 2	Barton
Creed, Leslie, III	Hickory
Crisman, Malinda, III	Pulaski
Crist, E. C., 1	Wright
Criswell, C. L., 1	Greene
Criswell, Harriet, 1	Greene
Cropper, Claude, II	Ozark
Crow, Grace, IV	Texas
Crow, Hattie, I	Ozark
Crow, H. B., III	Texas
Crow, Jean W., 1	Texas
Crowder, Mrs. L. E., 1	Taney
Crutcher, Anne, 2	Greene
Cullers, Cecil, III	Newton
Cullers, Noah, III	Newton
Culp, Ruth, III	Greene
Culver, Ralph, III	St. Clair
Cummins, Erma, IV	Greene
Cunningham, Elta, II	Greene
Cunningham, Eva I	———
Cunningham, Miss John, 1	Vernon
Cusick, Bess, 1	Franklin
Dacy, Mrs. Arthur, III	Greene
Dagley, Lydia, 2	Jasper
Dalglish, Beulah, 1	St. Clair
Dalglish, Hazel, 1	St. Clair
Daly, Kathleen, 1	Jasper
Daniel, Adah, 2	Jasper
Daniel, Agatha, 1	Greene
Daniel, Josephine, 2	Greene
Danley, Earl H., 4	Polk
Darby, Edith, 1	Dallas
Daugherty, Mary E., 2	Greene
Daugherty, R. P., III	Newton
Davidson, Roger, III	Greene
Davies, George, 1	Greene
Davis, Alta, II	Howell
Davis, Alta, I	Texas
Davis, Bettie, 1	Christian
Davis, Blanche, III	Greene
Davis, Everet, II	Douglas
Davis, Jessie, III	Shannon
Davis, Lillie, IV	Barry
Davis, Mabel, 2	Howell
Davis, Margaret, 1	Texas
Davis, Pauline, 1	Howell
Davison, Leota, 2	Jasper
Dawe, Charles, IV	Pulaski
Dawson, Anna, 2	Barton
Day, Julian, I	Laclede
Dean, Susie, III	Vernon
Deckard, Ruby I	Wright

Name	County
Deem, Charles, II	McDonald
Deem, Joseph M., II	McDonald
DeFoe, Eleanor, 2	St. Louis
Delk, Iba, III	Wright
Dell, Lulu, IV	Pulaski
Delp, Marie, 1	Greene
Dennis, Minnie, 1	Wright
Dennison, J. W., 2	Jasper
Denney, Mahala, III	Webster
Denton, Loula M., III	Washington
Deppe, H. J., 3	Greene
Dermott, Augusta, 1	Barton
Detherage, Henry, 1	Laclede
Devall, Lois, II	Taney
Dewar, Robert, II	Greene
DeWeese, Hazel, 1	Greene
Dickens, Grace, I	Laclede
Diffenderffer, Margaret, I	Greene
Dishman, A. B., 3	Webster
Divine, Roscoe, H., IV	Dade
Dixon, Mildred, 1	Greene
Dodd, Lola, 1	Jasper
Dodds, Catheryn, IV	Pulaski
Dollarhide, Rovilla, III	Dade
Doling, Henrietta, 1	Greene
Donohue, Mae, 2	Howell
Donahue, Sadie, 1	Phelps
Dorman, Nell, III	Hickory
Dorrell, Victor, I	Greene
Dorsey, Floy Alice, IV	Greene
Douglas, John, II	Wright
Dowell, Lottie, 1	Indiana
Dowell, Mabel, 1	Indiana
Drewes, Mary, II	Crawford
Drumwright, Verda M., 2	Greene
Duckworth, Mae, 1	Stone
Duncan, Blanche, 1	Barton
Duncan, Delle, 1	Callaway
Duncan, Earl, II	Greene
Duncan, Larkin, III	Barry
Duncan, Lottie, 1	Barton
Duncan, Marion, 2	Callaway
Dunham, Dorothy, 1	Greene
Dunkle, Myrtle, 3	Christian
Dunlap, Florence, 3	Greene
Eastwood, Ruby, 2	Lawrence
Eddings, Sherman, 2	Greene
Edel, Clara, II	Greene
Edmondson, E. M., 1	McDonald
Edmunds, Odessa, II	Greene
Edwards, Marguerite, 3	Greene
Effie, Mabel, 1	Dade
Elam, Ruth III	Greene
Elkins, Arthur, 1	Pulaski
Elkins, Georgia, 1	Christian
Elliff, Ida, III	McDonald
Elliott, Mary, 2	Lincoln
Elliott, Maud, 1	Newton
Ellis, Buell, 3	Madison
Ellis, Jewell, II	Webster
Ellis, Marriam, III	Pulaski

Name	County
Ellis, Nonie, IV	Stone
Ellyson, Goldia, 1	Barton
Elmore, Carrie, IV	Newton
Elmore, Jessie, III	Webster
Ely, G. G., 3	Christian
Ely, Lee, III	Wright
Ely, Thursa, I	Wright
Emerson, Mary, 1	Greene
Emery, Doloris, 1	Greene
Emmett, Mabell, III	Polk
Engleman, Finis, 3	Cedar
Engleman, George, 2	Cedar
Enyart, Althea, III	Polk
Enyart, Esther, III	Polk
Eppard, Lois, 2	McDonald
Epperson, Eula, II	Howell
Erisman, Ethel M., III	Benton
Eskridge, Beeler, II	Greene
Essary, Marie, III	Greene
Estes, Grace E., 1	Newton
Estey, Lorena, III	Jasper
Essex, Mrs. Ella, II	Greene
Evans, Bertha, 1	Wright
Evans, Earby, I	Greene
Evans, Frances, II	Greene
Evans, Freeda, 1	Webster
Evans, Laura, II	Carter
Evans, Myrtle, 1	Greene
Evans, Roy R., 2	Dade
Evans, Ruby, IV	Greene
Evins, Lillian, I	Franklin
Everest, Rebecca, 1	Greene
Ewing, Leota, 3	Cass
Fadler, Edna, 2	Jasper
Fairman, Edna L., 3	Greene
Fairman, Erma, 2	Greene
Fallin, Carrie, II	Greene
Farmer, Lloyd, IV	Greene
Farmer, Margaret, III	Greene
Farmer, Vesta, 3	Greene
Farmer, Vergie, 2	Greene
Farrington, Virginia, III	Greene
Farris, Willie, II	Greene
Fastabend, Mary A., II	Vernon
Feist, Vera, 2	Barry
Ferguson, Virginia, 1	Greene
Fields, S. P., 1	Greene
Finch, Leta M., III	Shannon
Finch, Louise, 1	Jasper
Finch, Martha, 1	Greene
Finley, Ethel, 2	Dallas
Finney, Fern, 1	Greene
Fischer, Anna, 1	Pulaski
Fish, Alice, 1	Texas
Fitch, Ollie, III	Greene
Fitzgerald, Mamye, III	Texas
Flagg, Dale, 1	Greene
Foley, Grace M., 3	Greene
Fort, Ruby, 1	Greene
Foster, Lena, 2	Jasper
Fowler, Lorena, 1	Newton

Name	County
Frank, Kate, 2	Bates
Frankenberger, Edna, 2	Jasper
Franklin, Edna, II	Greene
Franklin, Floyd, I	Laclede
Franklin, Neil, III	Dallas
Franklin, Rosetta, 1	Iowa
Franks, Katherine B., 2	St. Louis
Frates, Clifford, III	Greene
Frazee, DeRoy, II	Howell
Frazee, W. D., II	Howell
Fredholm, Dorothea, 1	Wright
Freeling, Lucile, III	Tennessee
Freeman, Elmer, III	Webster
Freeman, Oma, 1	Jasper
Freyer, Bertha, 1	St. Clair
Frields, Gladys, I	Greene
Frields, Herschel, I	Greene
Frields, Herschel, I	Greene
Friend, Hallet, I	Christian
Fugate, Margaret, III	Vernon
Fugate, Mary A., II	Vernon
Fuller, Thelma, III	Jasper
Gaither, Edna, 2	Jasper
Galbraith, E. L., 3	Cedar
Galbraith, Lester V., 4	Cedar
Galloway, Mabel, III	Arkansas
Ganz, Florence, 1	St. Louis
Garber, Luella, II	Vernon
Gardner, Allen, II	Greene
Gardner, Frances, II	Greene
Garner, Erna, III	Barton
Gary, Fay, 1	Ripley
Gaskill, Rachael, III	Webster
Gaskill, Stella, III	Wright
Gates, Fred, IV	Douglas
Genison, Iva, II	Stone
Gentry, Carrie, 1	Newton
Georgens, Beulah, 2	St. Clair
Gettys, Besse, 1	Texas
Ghan, Edith, 3	Greene
Giboney, Marie, I	Greene
Gibson, Delta, III	Texas
Gibson, Mrs. Olive, 3	Jasper
Gideon, Mary L., 1	Greene
Giles, Aro, 3	Newton
Gillan, Mabel, 3	Shannon
Gillen, Rose, 2	Lawrence
Gillespie, Lillian, II	Greene
Gillham, Marion, III	Greene
Gilmer, Gertrude, 2	Howell
Gilstrap, Denzil, I	Newton
Ginn, Flarra, 1	Lawrence
Givan, Mary, III	Christian
Goff, Chauncey, I	Greene
Goff, Roxie, III	Greene
Gooch, William Earl, I	Greene
Gooch, Mrs. Elizabeth, III	Howell
Goode, Alma, 1	St. Louis
Goodwin, John, IV	Greene
Gorg, Raymond, 4	St. Louis
Goss, Joyce, 2	Webster

Name	County
Gosvenor, W. B., III	Wright
Govier, Bessie, 2	Greene
Goyer, Lizzie, II	Howell
Grace, Pearl, III	Polk
Grant, Raymond A., IV	Texas
Grantham, Lois, 1	Greene
Graves, Velma, III	Laclede
Graves, Virginia, 1	Newton
Geer, Leah, III	Jasper
Greene, Cassie, II	Stone
Green, Ida, 2	Lawrence
Greer, Earl, 4	Oklahoma
Greer, Mattison, II	Oklahoma
Greer, Marion, 3	Oklahoma
Greer, Milford, IV	Oklahoma
Grempczynski, Ray, IV	Pulaski
Griffin, Bessie Mae, 2	Oklahoma
Griffith, Ray J., II	Dallas
Grigsby, Eva, I	Webster
Grimes, Lora, 3	Cass
Grooms, Cecile, III	Buchanan
Grubaugh, Ella, 1	Greene
Grubel, Ida B., 1	Greene
Grunig, Fern, 1	Henry
Gum, Guy, 3	McDonald
Gum, Mrs. Guy, III	McDonald
Gurley, S. H., 2	Greene
Gustafson, Doris, 1	Greene
Hacker, Geneva, IV	Cedar
Hailey, Ray, IV	Dade
Hainline, Ruth, 1	Cedar
Halbrook, Josephine, 2	Arkansas
Haldeman, Edith, 1	Greene
Hale, Lena, 1	Lawrence
Hall, Agnes, II	Greene
Hall, Eva, III	Jasper
Hall, Lois, 4	Greene
Hallauer, Roland, II	Greene
Hallauer, Victor, II	Greene
Hamel, Barbara, 2	Greene
Hamilton, Demmah L., III	Barry
Hamilton, Laura, 1	Henry
Hance, Juanita, III	Greene
Hancock, Flora, I	Pulaski
Haney, O. K., IV	Arkansas
Hannah, Beulah, 1	Greene
Hannah, B. Y., 1	Greene
Hannah, Lillian, 1	Howell
Hansford, Mittie, 1	Newton
Hargis, Mary Jane, III	Greene
Hargiss, Mildred, 3	Hickory
Hargiss, Winnie, III	Hickory
Harlow, Bess, 1	Greene
Harlow, Carl, I	Greene
Harman, Carl 2	Carter
Harman, Fahy, 2	Greene
Harman, Nell, II	Webster
Harman, Rupert F., II	Vernon
Harpe, L. Mabel, II	Greene
Harrell, John, 1	Greene
Harris, Clara, I	Stone
Harris, Earl, III	Greene
Harris, Gussie, III	Greene
Harris, Lola, 1	Laclede
Harris, Mary, 1	Phelps
Harris, Wanda May, I	Stone
Harrison, Alice, 1	Douglas
Harrison, Esta, 3	Douglas
Harrison, J. A., IV	Arkansas
Harrison, Katheryn, 4	Crawford
Harrison, Nancy, 1	Phelps
Harrison, Ruth, 1	Greene
Hart, Opal, 1	Greene
Hartley, Hazel, 2	Christian
Harwood, Myrtle, III	Laclede
Haseltine, Earl, I	Greene
Hassett, Lula, IV	Polk
Hastin, Mrs. Ethel, 2	Cedar
Haverly, Pansy, 2	Greene
Hawkins, Armel, 2	Jasper
Hawkins, Mrs. Elizabeth, III	Greene
Hawks, Mary Jane, II	Jasper
Hawks, Mildred, II	Greene
Haworth, Agnes, III	Wright
Hay, Lucile, 1	Greene
Hayes, Jewell, 1	Phelps
Hayes, Matilda, 1	Webster
Haynes, Helen, 1	Barry
Haynes, Lucile 1	Barry
Hays, Amy, I	Stone
Hays, Birdia, IV	Vernon
Hays, Gladys, 1	Christian
Hazell, Edna, II	Howell
Heald, Daisy, 2	Jasper
Heath, Tillie, 3	Colorado
Heller, Miriam, 2	Phelps
Henderson, Effie, I	Greene
Hendricks, Cora, 2	Jasper
Hendrickson, Georgie, 4	Greene
Henry, Guy, III	Jasper
Henry, Lois, II	Christian
Henry, Mabel, II	Christian
Herr, Bernice, IV	Arkansas
Hess, Murwin, I	Laclede
Hess, Olga, 1	Barry
Hetz, Florence, 2	Jasper
Heybrook, Mrs. May E., I V	Greene
Hibler, Mary, 3	Greene
Hickman, Alma, IV	Barton
Hickman, Helen, I	Barton
Hicks, Eva, 1	Texas
Higdon, Pearl, 1	Jasper
Higginbotham, Ruth, 1	Newton
Higgins, C. H., III	Texas
Higgins, C. K., 1	Dade
Higgins, Julia, 2	St. Clair
Higgins, Mildred, 1	St. Clair
Higgins, Nelly, III	Cedar
High, Oleta, 1	Vernon
Highfill, Brilla, 1	Webster
Hill, Eula, I	Laclede
Hinkle, Essie, IV	Hickory
Hinton, J. C., 1	Texas

Name	County
Hislop, Mary, 1	Jasper
Hislop, Ruth, 1	Jasper
Hitt, Sallie, 1	Bates
Hobbs, Joe L., 1	Pulaski
Hobson, Veva, 1	Jasper
Hoffman, Agnes, IV	St. Charles
Hoffman, Pearl, 1	St. Louis
Hoffman, Virginia, II	Greene
Hoffmeister, Lucile, 2	Barton
Holestine, Letha, I	Webster
Holestine, Lura, I	Webster
Holland, Elizabeth, III	Hickory
Holland, Olga, II	Texas
Holland, Opal, II	Texas
Holman, Bertha, 1	Dent
Holman, Emma, 1	Dent
Holman, Lydia, 1	Dade
Holman, Nellie, III	Laclede
Holman, Thomas V., III	Dade
Holmes, Ava, 2	Barry
Holmes, Ruth, 1	Lawrence
Holt, Elnora, 1	Andrew
Holt, James, 1	Texas
Hood, Edith, III	Polk
Hopkins, Georgia, I	Polk
Hopkins Melva, I	Howell
Hopkins, Scharlet, I	Polk
Hopper, Mae, III	Wright
Horn, Belle, III	Ozark
Horne, Elizabeth, III	Greene
Horschmann, Turner, II	Greene
Horton, Barbara, II	Greene
Horton, George, II	Greene
Horton, James, II	Greene
Houdyshell, Lettie, 1	Barton
Hough, H. Frank, 2	St. Clair
House, Emma, III	Greene
Houser, Arthur L., III	McDonald
Housley, Dora, III	Wright
Howard, Alma, III	Barry
Howard, Birdie, I	Greene
Howard, Grace, I	Greene
Howard, Kenneth P., 2	Christian
Howard, Lewis, IV	Pulaski
Howard, Ruth, 1	Greene
Hubbard, Geneva, 1	Jasper
Huff, Emily, 1	Greene
Huffman, J. B., 1	Ozark
Hughes, Exie, III	Greene
Hughes, Helen, 1	Greene
Hughes, Ina, 1	Dade
Hughes, Nell, 1	Jasper
Hughes, Ray, I	Greene
Hull, Eva, III	Taney
Humble, Jessie, I	Greene
Hume, Arthur S., II	Phelps
Hume, Emma, IV	Phelps
Humphrey, A. S., 1	Vernon
Humphrey, Chloe, I	Laclede
Humphrey, Floyd, 1	Crawford
Humphrey, Rhelda, I	Laclede
Hunt, Elbert, II	Greene
Hunt, Maude, 1	Dallas
Hunter, Elizabeth, 1	Pike
Hunter, Gertrude, 1	Christian
Huntington, Helen, 1	Greene
Huntington, Dorothy, III	Greene
Hurd, Grace, IV	Greene
Hutchinson, Bernice, 1	Lawrence
Hutchinson, W. E., II	Ozark
Hutchinson, Mrs. W. E., II	Ozark
Hutsell, Marie, III	Newton
Hyde, M. F,. 3	Webster
Hylton, J. A., 4	Greene
Hylton, Mrs. J. A., 1	Greene
Hylton, Ralph, III	Greene
Hylton, Velma, III	Greene
Ihrig, B. B., II	Hickory
Ihrig, Mrs. B. B., II	Hickory
Ingram, Hal, II	Greene
Ingram, Isabella, I	Greene
Ingram, Rex, I	Greene
Inman, Bess, 1	Douglas
Inman, L. H., 1	Douglas
Inman, Roxanna, 1	Christian
Ireson, Virginia, 1	Cedar
Irvin, Alfred, II	Greene
Irvin, Jessie, 1	Miller
Jabin, Bertha, 1	Lincoln
Jackman, Ruby, III	Lawrence
Jackson, Cash, I	Wright
Jackson, Lois, 1	Arkansas
Jackson, Ruth, 1	Wright
Jacobs, Carrie, 1	Wright
Jahrling, Mary, IV	Oregon
James, Clara, IV	Greene
James, Myrtle, 2	Shannon
James, Robert, 1	Greene
James, Tempie, II	Stone
Jeffries, Helen, 1	Dent
Jenner, Fannie, 2	Greene
Jenner, Gertrude, 2	Greene
Jennings, Anna W., 1	St. Louis
Jennings, Blanche, 1	Jasper
Jensen, Lucille, III	Greene
Jensen, O'Eta, 2	Greene
Jewell, Cora, IV	Cedar
Jobson, Alice, 1	Jasper
John, G. B., III	Maries
Johnson, Bessie, III	Greene
Johnson, Chloe, 1	Dallas
Johnson, Daisy, 1	Lawrence
Johnson, Earl, 1	Texas
Johnson, Elmer H., 4	Hickory
Johnson, Hattie, III	Jasper
Johnson, Hesper, 1	Jasper
Johnson, Isaac H., 2	Christian
Johnson, Ira H., 2	Jasper
Johnson, Itys, III	Greene
Johnson, Jewell, 1	Jasper
Johnson, Lena, 1	Greene
Johnson, Lenora, 4	Arkansas

Name	County
Johnson, Lindsay, II	Polk
Johnson, Maude, III	Oregon
Johnson, Mrs. Mary A., 3	Newton
Johnson, May, 1	Jasper
Johnson, Wilton, 2	Arkansas
Johnson, Zena, IV	Polk
Johnston, Everett, II	Greene
Johnston, Ollie, 1	Howell
Johnston, Ralph, 1	Texas
Johnston, Viola, II	Stone
Jones, Aileen, 1	Greene
Jones, Beryl, 1	Dade
Jones, Dollie, II	Wright
Jones, Flossie, I	Wright
Jones, Ione, 2	Greene
Jones, Lela, 1	Barton
Jones, Lottie, III	Pulaski
Jones, Martha M., III	Howell
Jones, Mildred, III	Barton
Jones, Nelle E., III	Lawrence
Jones, Mrs. Nessie L., IV	Dallas
Jones, Rebecca, III	Webster
Jones, Ruth E., III	Jasper
Jones, Ruth M., 1	Lawrence
Jones, Zella, 2	Webster
Jordan, Beuna, 1	Greene
Joyce, Stella, II	Barton
Justice, Iris, I	Greene
Justice, Stella, 1	Barton
Kalb, Florence, II	Taney
Kabler, Lona, II	Barton
Kanning, Norvell, 2	Greene
Karchmer, Nathan, III	Greene
Karr, Ruth, III	Shannon
Kastendieck, Katherine, 2	Christian
Kaufman, Howard, I	Greene
Kay, D. H., 3	Douglas
Keel, Minnie Lee, 3	Ray
Kellison, Pearl, I	Maries
Kelley, Cullen L., I	Greene
Kelley, Laura A. M., II	Greene
Kelley, Ruth, I	Greene
Kelly, Ann, 1	St. Louis
Kelly, Ethel, III	Wright
Kelly, Lillie, IV	Wright
Kelly, Orpha, II	Dade
Kelso, Junius, II	Greene
Kennon, Irma G., I	Greene
Kennon, Zelma, II	Greene
Kester, Hermit, I	Oregon
Kesterson, Ethel, 2	Greene
Ketchum, Mrs., II	Greene
Ketzlee, Eldahazel, II	Greene
Kinder, Mrs. F. M., 1	Butler
Kindley, Mrs. Mabel H., 3	Greene
King, Editha, III	Greene
King, Estella, III	Phelps
King, Margaret, 1	Greene
King, Mary, 1	Texas
King, Pearl, III	Cedar
Kinsey, M. W., IV	Maries

Name	County
Kirby, Noel, 1	Dade
Kirby, Ruth, III	Dade
Kirk, Lola, II	Jasper
Kirk, Marian, 1	Newton
Kirkman, Anna, II	Texas
Kitchen, Waldo, I	Crawford
Koenig, Edw. B., II	Newton
Knabb, Verna, 1	Greene
Knight, Helen, 1	Barton
Kirwan, May, 1	Howell
Kirwan, Vida, 1	Howell
Kraft, Stella, III	Greene
Kranzberg, Sol, III	Greene
Kreider, Garnet, II	Greene
Kreider, Helen, II	Greene
Kreider, Winnifred, II	Greene
Krone, Sallie, II	Maries
Lacy, George, II	Greene
Lacy, Margaret, II	Greene
Lair, Effa, 1	Oklahoma
Lair, Lena, 1	Christian
Lair, Ramona, IV	Oklahoma
Lake, Minnie Marie, I	Greene
Lambeth, Cora, III	Laclede
Landreth, Erma, 1	Greene
Landrum, W. O., 1	Howell
Lane, Vesta, IV	Oregon
Langford, Stella, 3	Jasper
Lanyon, Esther, 1	Jasper
Law, Hannah, IV	Greene
Lawder, Christina, III	Laclede
Lawrence, A. L., 1	Taney
Lawrence, Mrs. A. L., 1	Taney
Lawrence, Ernest, III	Polk
Lawrence, Steward, 1	McDonald
Lea, Helen, 1	Pulaski
Leach, Mabel, 2	Jackson
Leaver, L. E., 2	Crawford
Leaver, Mrs. L. E., 2	Crawford
Le Bolt, Charles, II	Greene
Lee, Lucile, 1	Greene
Lee, N. T., III	Barry
Leedy, Grace, II	Vernon
Legan, Spencer, 1	Laclede
Legate, Eva, 1	Lawrence
Legate, Mary, 2	Lawrence
Lemmon, Ellasue, 4	Greene
Leonard, Otis, III	Greene
Lepper, Anna, III	Phelps
Leslie, Nell, 1	St. Clair
Lester, Zella, II	Lawrence
Lethco, Claude, IV	Greene
Levan, Jo..., 2	Greene
Lewers, Dorothy, 1	Stone
Lewis, Allan, 1	Greene
Lewis, Harold, IV	Barry
Lewis, Nellie C., 1	Madison
Lhamon, Candace, 3	Greene
Licklider, Georgia, I	Colorado
Lindsey, Mrs. Grace, 3	Lawrence
Line, Addie, II	Greene

Name	County
Linton, Ida M., 2	Jasper
List, Ruby V., 2	Cass
Livermore, Carrie, 2	Jasper
Livingston, Daisy, 1	Jasper
Livingston, Marion, 1	Wright
Lloyd, Marie, 1	Greene
Locke, Leta, 1	Dallas
Lockwood, Lela M., II	Howell
Loftin, Gladys, II	Ozark
Loftin, Grover, III	Barry
Lofton, Alta, I	Barry
Lollar, Letha, 2	Vernon
Long, Ina, 1	Cedar
Loucks, W. G., 1	Christian
Lounsbury, John, 3	Bates
Lovan, Genevieve, 1	Greene
Love, Verna, IV	Newton
Lunsford, Lena, 1	Greene
Lusk, Dietz, 1	Webster
Lydard, Vera, 1	Jasper
McBee, Nota, 1	McDonald
McBride, Bereniece, 2	Dunklin
McBride, Ira A., 2	Cedar
McBride, Leale, II	Greene
McCain, Arthur S., III	Greene
McCain, Rosa, I	Laclede
McCain, Ruth, I	Laclede
McCandless, Ruth, 3	Greene
McCann, Margaret, IV	Greene
McCarty, Gracia, IV	Greene
McCaslin, Ethel, 1	Polk
McComas, Gladys Pearl, I	Barry
McCombs, C. A., 4	Greene
McCombs, Mrs. C. A., 1	Greene
McCombs, William, 1	Texas
McConnell, Nelle, 1	Jasper
McCorkle, Judith, II	Greene
McCorkle, Zella, II	Greene
McCormick, Gladys, 1	St. Charles
McCormick, Hazel, 1	St. Charles
McCoy, Allene, I	Greene
McCoy, Claud, II	Wright
McCracken, Tracy, I	Hickory
McCrory, Alice, III	Howell
McCrory, Esther, 2	Polk
McCune, Nell, III	Dade
McDaniel, Lena, II	Henry
McDonald, David Rowland, 1	Pulaski
McDowell, Hazel, II	Vernon
McGiboney, Ernest E., 1	Greene
McGiboney, Katie, 1	Greene
McGinnis, Cleo, 1	Christian
McGlothlin, Fred, 1	Barry
McHugh, Jerome, II	Greene
McKay, Edith, 1	Barton
McKenna, Katherine, II	Greene
McKenna, Teresa, 3	Greene
McKinley, J. A., 2	Polk
McKinney, Bernice, I	Texas
McKinney, Eunice, II	Texas
McKinney, Lora, III	Barton
McKinney, May, III	Texas
McKinney, Myrtle, II	Texas
McLean, Natalie, 3	Greene
McLemore, Dewey Marie, 1	Dade
McMillan, Mrs. Ralph, II	Greene
McMillin, Victor B., II	Howell
McMurtry, G. W., 2	Douglas
McNatt, Kate, 1	Lawrence
McNeill, Lelia, 1	McDonald
McNerney, Martha, 1	Jasper
McQueen, Lester, II	Barry
Mack, Esta, 3	Greene
Magann, Edith, III	Vernon
Magnuson, Jessie, III	Hickory
Magruder, Iva, IV	Greene
Maher, Blanche A., III	Franklin
Manary, Rebecca, 1	Webster
Mankin, Lilla, 1	Douglas
Manlove, Marjorie, 1	Lawrence
Manuel, Dessa, III	Polk
Maphies, Emlu, IV	Cedar
Maphies, Ethel, IV	Cedar
Maples, Kathrene, III	Arkansas
Mardick, Madge, IV	Barton
Marney, Blanche, II	Barry
Marlin, Della, 1	Butler
Marsh, Ralph, III	Polk
Marshall, Freda, 1	Greene
Marshall, Inez, 1	Greene
Marshall, Mary I., 2	Greene
Marshall, Vinnie, 1	Howell
Martin, Bertha, II	Shannon
Martin, Edna, 1	Cedar
Martin, Fannie, III	Hickory
Martin, G. B., 2	Jasper
Martin, H. H., 2	Howell
Martin, K. B., IV	Greene
Martin, L. C., IV	Pulaski
Martin, Mary, 1	Greene
Martin, R. W., 2	Vernon
Martin, Mrs. R. W., 1	Vernon
Martin, Stella, 1	Cedar
Masemore, Frances, 1	Lawrence
Mason, Jeannette, 1	Greene
Massey, Mildred, 2	Greene
Massey, Orville D., 1	Wright
Masters, Ethel, 2	Jasper
Masters, George E., 2	Jasper
Masters, G. Troy, 3	Jasper
Mathewson, Eloise, III	New Madrid
Matthews, Don, 2	Greene
Matthews, Leslie E., 2	Greene
Matthews, Gladys, 1	Greene
Matthews, Jannie, 1	Phelps
Matthews, Leslie E., 2	Greene
Matthews, Paul, I	Greene
Mattingly, Laura, 2	Mississippi
Maze, Tabitha, II	Dade
Meador, Ava, 1	Jasper
Meador, Ellen, 2	Jasper
Mease, Alta, II	Stone

Name	County
Mehl, Gladys, 2	Greene
Meinecke, Cora, III	Howell
Meinecke, Julia, III	Howell
Melton, Iva, I	Greene
Melvin, Omar, III	Greene
Meng, Elizabeth, 1	Dade
Meredith, Harriet, 1	Jasper
Meredith, Lillian, 2	Jasper
Merrick, Blanche, III	Lawrence
Messick, Jennie, 2	Dade
Metsker, Grace, 2	Jasper
Meyer, Leola, 1	Greene
Meyer, Lucile, 1	Greene
Meyer, Marie, 1	Greene
Meyer, Mary, III	Greene
Meyer, Frances, III	Gerene
Mileham, Hazel, 4	Jasper
Miles, Clinton, I	Greene
Miles, Mrs. W. O., 2	Jasper
Miller, Emma L., 1	Jasper
Miller, John, 1	Greene
Miller, Kate, I	Barry
Miller, Ora, 1	Greene
Miller, Lola, 2	Camden
Miller, Max, III	Greene
Miller, Ned, IV	Greene
Miller, Patty Alice, II	Greene
Miller, Xina, III	Hickory
Mills, Ralph, III	Camden
Mills, Helen, E., 2	Greene
Ming, Chris, 1	Greene
Minor, Robert, II	Dallas
Mitchell, Dollie, IV	Shannon
Mitchell, Edith, 2	Greene
Mitchell, Eloise, 1	Greene
Mitchell, Helen, 1	Greene
Mitchell, Lucy, 1	Cedar
Mitchell, Maime, 3	Greene
Mitchell, Moss, IV	Greene
Mittelbach, Leola, 2	Cooper
Mize, Dora, IV	Lawrence
Moberley, Mabel, III	Texas
Monger, Floyd, III	Oklahoma
Monger, J. M., III	Oklahoma
Montague, Gertrude, II	Maries
Montague, J. F., 1	Maries
Montaldo, Eva, IV	McDonald
Montieth, C. D., III	Greene
Montgomery, Cora, 1	Jasper
Montgomery, Mina, 1	Jasper
Moody, Bertha, 1	Jasper
Mooney, Neta, II	Greene
Moore, Anna, 1	Newton
Moore, Calvin, 2	Lawrence
Moore, J. E., 3	Greene
Moore, Leslie, 1	Christian
Moore, Mary, 1	Greene
Moore, Robert, IV	Wright
Moore, Vergil, 1	Jasper
Morgan, E. J., 2	Newton
Morgan, Helen F., 3	Greene
Morgan, Nora, II	Douglas
Morris, Cora E., 2	Greene
Morris, George, 1	Cooper
Morris, Jean, 1	Jasper
Morris, Lee H., 2	Moniteau
Morris, Maude, 1	Oklahoma
Morrison, Lona E., 1	Crawford
Morrow, Cecil, II	Greene
Morrow, Harold, 3	Greene
Moser, Mary, II	Greene
Moses, Elizabeth, III	Greene
Mosier, Latitia, 1	Greene
Morton, Lawrence, II	Webster
Morton, Lora, II	Polk
Moulder, Phoebe, II	Camden
Mullens, Nelle, III	Newton
Mumma, Mabel, III	Jasper
Munford, Anna, 3	Greene
Munhollon, Della, II	Christian
Muri, Katherine, 2	Greene
Murphy, Archie, 2	St. Francois
Murphy, Georgia, IV	Pulaski
Murray, Helen, 2	Greene
Murray, Josie, III	Greene
Murray, Marjorie, III	Greene
Murrell, Sadie, I	Wright
Myers, Blanche, III	Texas
Myers, Carrie, 2	Greene
Myers, Helen, 1	Oklahoma
Nance, Jack, III	Greene
Napper, Herbert I., IV	Greene
Nash, Ada, 1	Douglas
Nash, Clarissa, IV	Webster
Neagle, K. H., 2	Texas
Neal, Leah M., 1	Pulaski
Neaves, Leona, 1	Greene
Neff, Ophia, 1	Greene
Neil, Della, 2	Greene
Nerud, Anne, III	Greene
Netter, Mrs. Fay, II	Greene
Newcomb, Victor, 1	Greene
Newman, Esther, 2	Greene
Newman, George, 1	Greene
Newton, Bertha, II	Wright
Newton, Georgia, 1	Greene
Nichols, Blanche, IV	Texas
Nichols, Louise, 1	Arkansas
Nichols, Myrtle E., 2	Greene
Nicks, Florence, IV	Pulaski
Nicks, Hade, I	Laclede
Nicks, W. H., 1	Laclede
Noel, Mildred, I	McDonald
Nolan, Estelle, II	Washington
Noll, Kate, 2	Harrison
Norman, Edith, 2	Oregon
Normal, Gertrude, 1	Oregon
Northway, Ada E., 2	Wright
Nunamaker, Lillian, 1	Jasper
O'Bryant, Bertha, 1	Cedar
Odom, Bessie, I	Christian
Oldham, Alberta L., 2	Jackson

Name	County
Oliver, L. E., 1	Greene
Oliver, Thomas, 1	Greene
Ollis, Irene, 2	Greene
Ollis, Mildred, 2	Greene
O'Neal, Mildred, 3	Greene
O'Rear, Helen, 1	Greene
O'Rear, Floyd B., 4	Greene
O'Rourke, Cleone, 1	Jasper
Osborn, Cloe, 3	Greene
Osmun, Helen, II	Howell
Ousley, D. Ray, I	Hickory
Ousley, J. M., I	Shannon
Outcalt, Rena V., IV	Greene
Overstreet, Eva, 1	Newton
Owen, Doris, E., IV	Greene
Owens, Gladys, III	Arkansas
Packer, Grace, I	Greene
Packer, Pearl, III	Greene
Packwood, Mabel, III	Barry
Packwood, Walter L., I	Barry
Page, Artemissa, IV	Greene
Page, Frank, I	Greene
Page, Ruth, II	Greene
Palmer, Bertha, II	Greene
Palmer, H. L., III	Taney
Palmer, Leah, 2	Greene
Paris, Mrs. Blanche, 1	Barry
Parker, Buanta, 2	Greene
Parker, Mrs. Stella, 1	Greene
Parsons, Bernice, 1	Stone
Parsons, Gertie, I	Stone
Pate, Pauline, 2	Greene
Patrick, Fern, I	Jasper
Patterson, Mabel, 1	Greene
Patterson, Mattie, 1	Greene
Patton, Clemma, III	Lawrence
Payne, Andrew, 1	Polk
Payne, Bryan, I	Webster
Payne, Pearl, III	Newton
Paynter, Grace E., 1	Howell
Paynter, Mary, IV	Cedar
Pearcy, Julia, I	Laclede
Pearman, Gladys, 1	Wright
Pearman, Mayme, 1	Wright
Pearman, Mildred, 1	Newton
Pearson, Ernest. II	Barton
Peck, Daisy, 1	Jasper
Peebles, Gladys, 1	Greene
Peebles, Leona, I	Laclede
Peebles, May, IV	Lawrence
Peiffer, Elizabeth, 3	Jasper
Pendergraft, Blanche, I	Dallas
Penland, Virginia, 2	Howell
Perry, Delia M., III	Barry
Perryman, W. L., III	Greene
Peterson, Aurora, II	Greene
Petrey, Georgia, II	Howell
Pfaff, Eva, I	Greene
Phelps, John, 1	Vernon
Phelps, Marion, I	Greene
Phillips, Elvra, I	Greene
Phillips, Fred M., IV	Jasper
Phillips, Georgia, 1	Greene
Phillips, Jeanette, III	Greene
Phillips, John, I	Barry
Phillips, Lester, I	Greene
Phillips, Ova, I	Arkansas
Phillips, Ruby, I	Arkansas
Philpott, C. L., II	Camden
Phipps, Ruby, I	Howell
Pierce, Katherine, II	Greene
Pierce, Pluma, 2	Polk
Pilling, George, II	Texas
Pinkley, Anna, II	Dallas
Pippin, Goldina, III	Dallas
Pitchford, Lelia, I	Wright
Pitchford, Lila, I	Greene
Platte, Helen, 2	Greene
Platte, Irma, 2	Greene
Pope, Agnes, I	Christian
Pope, Mary Helen, 1	Henry
Porter, Evelyn, III	Greene
Porter, Hazel, 2	Jasper
Pottenger, Cora, 1	Butler
Potter, Nelle, 1	Wright
Pray, Claudine, II	Cedar
Prescott, Beatrice, IV	Greene
Price, Ethel, 1	Newton
Price, Janie, III	Webster
Price, Lawrence, III	Webster
Price, O. W., 1	Webster
Price, Vollie, III	Webster
Priester, Viola, I	Wright
Prigmore, Thelma, IV	Greene
Pritchard, Wm., II	Stone
Primm, Rogers, 4	Greene
Prosser, Goldie, 1	Adair
Prow, Bertha Mae, III	Wright
Pruitt, Ophelia M., 1	Lawrence
Pugh, Inez, 1	Lawrence
Pugh, Ruth, 2	Lawrence
Pyland, Theda, 1	Dade
Pyland, Velma, II	Dade
Pyle, Austin, 3	Lawrence
Quarles, Norma, 1	Dade
Quinn, George, III	Greene
Ragland, Hallie, III	Laclede
Ragsdale, Frances, 1	Jasper
Raines, W. I., III	Greene
Ramsey, Lillian, 1	Greene
Randall, Grace Ellen, III	Bates
Randolph, Opal, II	Wright
Raney, Maida, 1	Barton
Raney, Will, 2	Greene
Range, Hattie, 1	Howell
Rankin, Allen, M., I	Douglas
Rapier, Loren C., 1	Greene
Ray, Esther, 1	Greene
Rea, Hazel, II	Dallas
Reberry, Minnie, 1	Wright
Reed, Clarice, I	Greene

Name	County
Reed, Ellen, 1	Cape Girardeau
Reed, Flora, IV	Webster
Reed, Georgia, 2	Greene
Reed, Retta, IV	Webster
Reeves, Agnes, 1	Greene
Reeves, Cassie, 3	Greene
Reid, Ethel E., II	Barry
Remington, Olive, 2	Greene
Renfrow, Leona, I	Texas
Renken, Hattie, II	Vernon
Reser, Bessie, I	Stone
Rhodes, Bessie, 1	Greene
Rhodes, Clara, I	Taney
Rice, W. R., 3	Greene
Richardson, Ethyle Mae, 1	Greene
Richman, Georgie, 1	Howell
Richter, Alma, III	Greene
Ricketts, Eva, I	Greene
Rickman, Nell, 1	Jasper
Rickson, Mabel, III	Henry
Ridley, Elizabeth, 1	Greene
Riley, Arlie, II	Dent
Riley, Fred, I	Howell
Riley, Zepha, 2	Dade
Riley, W. H., Sr., 2	Cedar
Riley, W. H., Jr., 1	Cedar
Ritchey, Lela, III	Jasper
Robb, Velvie, III	Webster
Roberts, Jessie, III	Oregon
Roberts, Marie, III	Greene
Roberts, Merle, III	Christian
Roberts, Perle, III	Crawford
Roberts, Raymond, III	Greene
Robertson, Gertie, III	Greene
Robinett, Ruth, IV	Wright
Robins, Elda, 3	Texas (state)
Robins, Horace, 2	Texas (state)
Robinson, Rae, II	Greene
Robinson, Ralph, I	Greene
Robinson, Rena, III	Greene
Robinson, Wallace, I	Greene
Roblett, Lenore M., 1	St. Louis
Rodgers, Ethel, 1	Texas
Rodgers, Pearl, I	McDonald
Roe, Frankie Lea, 1	Oregon
Roe, Luetta, 1	Cedar
Rogers, Dale C. L., 1	Greene
Rogers, Golda, IV	Dade
Rogers, Iva, 1	Dallas
Rogers, Sybil, II	Greene
Roley, Jessie L., 1	Jasper
Roller, Ruby M., 1	Vernon
Roman, Helen, III	Hickory
Roop, Cora E., 2	Greene
Roper, Ruby, 1	Greene
Rose, Gene, II	Christian
Roselle, Elizabeth, 1	Howard
Rosevear, Lavina, III	Wright
Ross, Ethel, 1	Howell
Ross, Virginia, 1	Cass
Rountree, Faith, IV	Greene
Rountree, Newton, II	Greene
Rountree, Ruth, IV	Greene
Routh, Elsie, I	Dallas
Routsong, Lelia L., 1	St. Clair
Rowland, Record, II	Lawrence
Rowley, Leni, 1	Greene
Roy, Delia, III	Oregon
Roy, Roxie, II	Oregon
Ruberson, Ethel, 2	Greene
Rukes, Nellie, III	Henry
Rush, Nadine, 1	Dallas
Rush, R. E., 1	Webster
Rushmore, Bess, 2	Greene
Rushmore, Helen, 2	Greene
Rushmore, Olive, 2	Greene
Russell, Pearl, IV	Newton
Russell, Rowena, 2	Jasper
Rust, Anna, II	Shannon
Rutherford, Pearl, 3	Lawrence
Ryan, Marie H., 3	Lawrence
Sanborn, Mae, 1	Greene
Sander, Ada, 2	Greene
Sanders, Melvin, III	Cedar
Sanford, May, 2	Jasper
Sanks, Trevor, 1	Greene
Sartwell, Virgil, I	Laclede
Savage, Dan, II	Greene
Sayer, Minnie W., 2	Greene
Scantlin, Roy, 1	McDonald
Scarborough, Ray, IV	Wright
Scarborough, Terrill, 1	Wright
Schaeffer, Ammon D., III	Greene
Schell, Belle, IV	Benton
Schmitt, Anna, III	Greene
Schumann, Mrs. Mary, III	Vernon
Schupp, Kathel, IV	Carter
Schwieder, Mildred, 2	Greene
Scott, E. E., II	Texas
Scott, Eula, 2	Greene
Scott, Lillian, III	Christian
Scott, R. E., IV	Oklahoma
Scott, Mrs. R. E., IV	Oklahoma
Seamster, Fred, III	Polk
Sechler, Alma, III	Polk
Seidner, Alma, 1	Jasper
Self, Goldie, 1	Callaway
Self, Leone, 1	Callaway
Selvidge, G. B., 3	St. Clair
Seneker, Jacob, IV	Lawrence
Severns, Mabel, 1	Dallas
Shadburne, Helen, III	Greene
Shade, Mrs. Jessie, IV	Polk
Shafer, Mary E., 2	Christian
Shaffer, Bert, 2	Dade
Shaffer, Mrs. E., 1	Jasper
Shannon, Inez, I	Webster
Shantz, Zela, III	Laclede
Shattuck, Anne, 2	Greene
Shaw, Bertha, II	Ray
Shaw, Ellen, II	Jasper
Shaw, Myrtle, IV	Polk
Shaw, Rose A., 2	Dade

Name	County
Shelby, Grace, III	Laclede
Shelton, Boyd, III	Greene
Shelton, Byrd, 2	Henry
Shelton, Georgia, III	Pulaski
Shelton, H. C., III	Wright
Shelton, Mrs. H. C., I	Wright
Shelton, Max, III	Greene
Sherman, Jo E., 1	Bates
Sherman, Hobart, II	Hickory
Sherwin, Herbert, IV	Cedar
Sherwood, Gladys, 4	Arkansas
Sherrow, Grace, 2	Greene
Shipman, Agnes, 2	Jasper
Shipman, B. B., 1	Greene
Short, Kate, I	Benton
Short, Noma, 2	Greene
Showalter, May, III	Newton
Shuler, H. W., 4	Greene
Sidman, Bessie, 1	Greene
Siebs, Hilda, 1	Greene
Simmers, Dea, III	Jasper
Simmers, Nelle, 1	Jasper
Simmons, Leona, 3	Greene
Simmons, Marie, 1	Greene
Simmons, Nell, IV	Wright
Simpson, Nana Agnes, IV	St. Clair
Sims, Ethel, I	Jasper
Sitze, Rena, III	Webster
Skinker, Mary S., 1	St. Louis
Skouby, Charles, 1	Gasconade
Slate, Earl, II	Douglas
Sloan, Neva, 1	Dade
Slusher, Bertha F., 1	Camden
Slusser, Lottie, IV	Howell
Small, Eleanor, 1	Greene
Smallwood, Arthur, III	Wyoming
Smith, Belle, I	Greene
Smith, Belva, II	Lawrence
Smith, Claude, III	Shannon
Smith, Eulah, I	Pulaski
Smith, Floyd, I	Laclede
Smith, Floyd L., II	Crawford
Smith, Gertie, III	Shannon
Smith, Hattie E., II	Vernon
Smith, Herman, II	Ozark
Smith, Lela, 1	Pulaski
Smith, Mrs. Mabel, 2	Phelps
Smith, Nelle, I	Greene
Smith, Nettie, 1	Barry
Smith, Pansy, 2	Jasper
Smith, Robert, I	Laclede
Smith, Ruth, I	Greene
Smith, Stella, III	Texas
Smithson, Bess, III	Greene
Smithson, Dossie, IV	Lawrence
Smock, Isabel, III	Vernon
Snead, Josephine, IV	Webster
Snider, Lola, 2	Barry
Snyder, Beatrice, 1	Webster
Somers, Marjorie, 1	Greene
Sooter, Lillie, III	Greene
Sorrell, Albines, I	Oregon
Sorrell, Zella, I	Oregon
Southard, Julia, IV	Laclede
Spaid, C. L., 2	Jasper
Spawr, Maude, 1	Jasper
Speaker, Beulah, 3	Howell
Speaker, L. M., 4	Howell
Sprague, Bertha, 1	Dent
Stafford, Ernest, 2	Dallas
Stafford, Justin, I	Taney
Standley, Iva, 1	Jasper
Stapp, Geneva, III	Dade
Starchich, Grace M., II	Kansas
Stater, Laura, III	Crawford
Steen, Logan, III	Gasconade
Steger, Mary, 2	Wright
Steinert, Edrel, I	Greene
Stevens, Bessie, III	Ozark
Steuernagel, Ardene, II	Crawford
Stephens, Edoline, 1	Barton
Stevens, Leona, III	Vernon
Stevens, Pauline, II	Ozark
Stillwagen, Elizabeth, 2	Greene
Stines, Lily, 1	Jasper
Stinnett, Florence, III	Christian
Stipp, N. T., 1	Newton
Stockard, Chloe, 2	Greene
Stockard, Orpha, 1	Greene
Stockstill, Paul H., II	Greene
Stokes, Uriel B., III	Christian
Stone, Ella, 3	Greene
Stone, Eula, 2	Webster
Stone, Eva III	Webster
Stone, Eva, III	Wright
Stone, Joyce, 2	Wright
Stoneking, Ruby, 1	Jasper
Stotts, Alta, 2	Oklahoma
Stout, Ethel, 1	Vernon
Stovall, Blanch, 1	Franklin
Stovall, Marie, 1	Webster
Stover, Arthur E., 1	Howell
Strain, Lillian, 1	Webster
Strickland, Mattie L., 1	Greene
Strong, Ethel, 1	Polk
Stroup, Beulah, 1	Oregon
Sturgeon, R., II	Newton
Sudekum, Esther, 2	St. Louis
Sullins, Irene, II	Greene
Sullivan, Chrissie, II	Wright
Sullivan, J. C., 2	Webster
Sullivan, Mrs. J. C., IV	Webster
Sullivan, J. W., 3	Wright
Sullivan, Mrs. J. W., 3	Wright
Sullivan, Katie, II	Newton
Summer, Alberta, III	Howell
Summers, Callie, III	Howell
Summers, Jean, 1	Taney
Summers, Jewell, II	Taney
Swanson, Mrs. Lida, II	Greene
Sweeney, Ruth, IV	Cass
Swezea, Carter, IV	Greene
Swindle, Clara, III	Barry
Swindle, Hattie, IV	Barry

Name	County
Swisher, Pearle, II	Barton
Swope, Edna, 2	Greene
Syfan, Elizabeth, 2	Greene
Tarrant, Thalia, IV	Dade
Tarvin, Meda, II	Barry
Taylor, Frank A., III	Oregon
Teeple, Richard, I	Pulaski
Templeton, Marie, 2	Polk
Terry, Letha, 1	Webster
Terry, Ollie, 1	Barry
Tester, Leon, I	Wright
Teter, Adelaide, 1	Jasper
Teter, Ruby, 2	Jasper
Tetrick, James W., 2	Vernon
Tetrick, Mrs. James W., 1	Vernon
Theurer, Ruby, 1	Jasper
Thomas, Mae, III	Dallas
Thomas, Sallie, III	Stone
Thomas, Theodore, IV	Webster
Thomas, Mrs. Theodore, III	Webster
Thomas, Toney, III	Wright
Thomas, V. E., 1	Greene
Thompson, Anna Lee, 1	Greene
Thompson, L. C., IV	Polk
Thompson, Lloyd, IV	Webster
Thompson, Lucy, 1	Henry
Thompson, Marion, I	Webster
Thompson, Mildred, 1	Jackson
Thompson, Orion, I	Stone
Thompson, Robert, II	Greene
Thomson, E. W., 2	St. Clair
Thomson, Laura, 2	St. Clair
Thornberry, Susie, IV	Stone
Thornhill, Gladys, II	Jasper
Thornhill, Helen B., 2	Franklin
Thorson, Esther, III	Greene
Thurmond, Forestine, 1	Greene
Tiffany, Edna, 1	Greene
Tiffany, Harriett E., 2	Greene
Tiffany, Roice, 3	Greene
Tiller, Brock, IV	Greene
Tillery, Corlia, 2	Laclede
Tillou, Aliene, 1	Greene
Tinsley, Bettie, II	Greene
Todd, Joe, I	Wright
Tolbart, Mrs. Jessie, III	Howell
Townley, Ada, 1	Dade
Tracy, Madge, 1	Dallas
Traller, May, 1	Dade
Treesh, Imo, III	Greene
Trentham, Orin, II	Greene
Trim, Katherine, 1	Jasper
Trogdon, Mabel, II	Greene
Tryon, Ruth, 1	Jasper
Tucker, Leona, III	St. Clair
Tucker, Tobie, III	St. Clair
Tullis, Olive, 1	Jasper
Turner, Helen, III	Dallas
Turner, Maurice, I	Laclede
Tygart, Lucile, IV	Dade
Tygart, Tina, IV	Polk
Ullman, Frances, II	Greene
Underwood, Edna, 2	Greene
Underwood, J. C., 1	Pulaski
Van Buskirk, Harrison, 1	Greene
Vandiver, Maurine, 2	Greene
Van Trump, Ruby, 1	Lafayette
Van Trump, S. K., 1	Lafayette
Van Winkle, Daisy, 3	Greene
Vaughan, Edith, 1	Polk
Vaughan, Mary, 2	Greene
Veneklassen, Anna, IV	Michigan
Vermillion, Vida, I	Laclede
Vicory, Maude, I	Newton
Waggoner, O. W., 1	Vernon
Walden, Edith, II	Arkansas
Walden, Ethel, II	Arkansas
Walden, Frances, II	Arkansas
Walker, Bradford, 1	Wright
Walker, Cletys, 1	Newton
Walker, Ed, 1	Greene
Walker, Ethel, 3	Greene
Walker, Orla, III	Wright
Wallace, Edith, IV	Laclede
Walton, Mae, 1	Dade
Walton, Ora, 3	Greene
Wammack, F. S., 1	Webster
Ward, Cecile, 1	Nebraska
Ward, Frank A., 1	Dade
Warren, Charles, IV	Oregon
Warren, Ellen C., III	Camden
Warren, Paul, III	Greene
Warren, Ruth, 2	Dade
Warren, Ruth, I	Howell
Washington, Cora, I	Howell
Wasner, F. E., 1	Greene
Wasson, Lowell, 1	Greene
Wasson, Stella J., 2	Greene
Waters, R. A., II	Howell
Watson, Adrian, 3	Polk
Watson, Beulah, 2	Barry
Watson, Eddie, 3	Greene
Watson, Jewell, 1	Greene
Wattles, George S., 1	Shannon
Webber, Clella, 1	Christian
Weber, Carl S., 2	Oklahoma
Weber, Dorris, 1	Stoddard
Webster, Edith, 1	Howell
Weidman, Ruby, 1	Barton
Welch, Ira H. R., 3	Laclede
Welch, Mrs. Ira H. R., 3	Laclede
Well, Carl, II	Greene
Well, Margaret, II	Greene
Wentworth, Leonard, IV	Jasper
Wenzel, Tillie, II	Maries
West, Clarence, 1	Lawrence
West, Dean, II	Cedar
West, Edward, 1	Lawrence
West, Edith, 1	Oklahoma
West, Marie, III	Greene
West, Nora, I	Jasper

Name	County
Westerman, Laura, I	Texas
Whaples, Marjorie, 1	Greene
Whaples, Tonie, IV	Greene
Wheatley, Marie, I	Greene
Wheeler, J. Hugh, 1	Dade
Wheeler, Madge, 1	Harrison
Wheeler, Ralph, I	Greene
Wheeler, Ruby, 1	Greene
White, Edith Esther, I	Howell
White, Edna, II	Christian
White, Eunice, IV	Pulaski
White, Flossie, IV	Pulaski
White, Iva E., III	Buchanan
White, Libbie, 1	Newton
White, Mabelle, 1	Jasper
White, Nina, 1	Pulaski
White, Nora, II	Stone
White, Raymond, 4	Greene
Whitesell, Nannie, I	Vernon
Whiteside, Arta, III	Dade
Whitwam, Gertrude, 1	Greene
Wickersham, Lucile, III	Greene
Widener, Esther, I	Howell
Wilcox, Rena, II	Polk
Wilcox, Ruby, I	Polk
Wiles, Gladys, 1	Christian
Wiley, Mae, II	Greene
Willhoit, Alta, III	Ozark
Wilkerson, Clifton, 3	Pulaski
Wilkerson, C. L., 1	Greene
Wilkerson, Grace B., 1	Dade
Wilkerson, Nina, 1	Greene
Wilkins, F. C., 4	Jasper
Wilkison, Ada, I	Taney
Willard, Fern, II	Laclede
Willard, Raymond, I	Laclede
Williams, Floyd, I	Howell
Williams, Mabel, 1	Stoddard
Williams, Opal, 3	Miller
Williams, R. D., 2	Pike
Williams, Mrs. R. D., 2	Pike
Williams, Rosalie, 3	Cedar
Williams, Una, 1	Barton
Wills, Mrs. Clara, 4	Barton
Wilson, Beulah, II	Hickory
Wilson, Clarence, III	Polk
Wilson, Ellis, 1	Greene
Wilson, Grace Niah, III	Pulaski
Wilson, Katherine, 3	Lawrence
Wimsett, Harold, III	Greene
Wimsett, Lettie, II	Greene
Winders, Ethel, 1	Vernon
Wingo, Parker, II	Greene
Wise, Brady, 1	Vernon
Wise, H. A., 2	Vernon
Wise, Mrs. H. A., 1	Vernon
Wisecarver, Alta, III	Shannon
Witt, Edna, 1	Lawrence
Womack, Teresa, III	Greene
Wolford, Lulu, 1	Greene
Wood, Florence, III	Texas
Wood, Hazel, 1	Jasper
Wood, J. W., III	Laclede
Wood, Myrtle, 1	Texas
Wood, Ralph, I	Texas
Woods, Sadie, J., 3	Lawrence
Woolford, Maude, 2	Oregon
Woomer, Helen, IV	Greene
Workman, Pearl, 4	Greene
Wright, Alma, 2	Webster
Wright, Edna, 2	Phelps
Wright, Louise, 3	Greene
Wright, Nora, 1	Dallas
Wright, Essie, II	Jasper
Wright, Zulah, 1	Greene
Wrinkle, Opal, 1	Laclede
Wyant, Florence, 2	Phelps
Wyrick, Eunice, III	Pulaski
Yandell, Shirley, II	Taney
Yates, Maude M., 2	Davies
Yoffie, Bessie, II	Greene
Yokley, Katie, IV	Cedar
Young, Agnes, III	Greene
Young, Carrie, 2	Arizona
Young, Elizabeth Randolph, 1	Greene
Young, Katherine, III	Greene
Young, Luther, II	Wright
Young, Ray, IV	Webster
Young, Virginia, 1	Arkansas
Yowell, Lorea, 1	Phelps
Zook, D. E., 3	Phelps
Zook, Mrs. D. E., 2	Phelps
Zulauf, Belle, II	Howell
Zulauf, Cecil, 1	Howell
Zulauf, Cloe, 1	Howell

The figures indicate the grade of work done by the student. Roman figures show high school grade and Arabic figures show college grade.

High school: First year, 178; second year, 237; third year, 292; fourth year, 157. Total, 864.

College: First year, 552; second year, 260; third year, 94; fourth year, 24. Total, 933.

Grand total, 1,797.

STATE NORMAL SCHOOL, SPRINGFIELD, MO.

Grades for Entrance and Advanced Standing

Date _____ 191__

I Hereby Certify that _____

has completed in the _____ High School,

the work indicated below. I further certify that _____ { is / is not } a graduate and that

_____ entered _____ 191__, and attended _____ months.

CUT OUT, HAVE FILLED AND SEND IN OR BRING IT WITH YOU

		SUBJECT	NUMBER WEEKS STUDIED	NUMBER TIMES PER WEEK	LENGTH OF RECITATION	GRADE
ENGLISH	1ST YEAR					
	2ND YEAR					
	3RD YEAR					
	4TH YEAR					
MATHEMATICS	1ST YEAR					
	2ND YEAR					
	3RD YEAR					
	4TH YEAR					
HISTORY	1ST YEAR					
	2ND YEAR					
	3RD YEAR					
	4TH YEAR					
LATIN	1ST YEAR					
	2ND YEAR					
	3RD YEAR					
	4TH YEAR					

(OVER)

	SUBJECT	NUMBER WEEKS STUDIED	NUMBER TIMES PER WEEK	LENGTH OF RECITATION	GRADE
GERMAN	GRAMMAR AND COMPOSITION				
	LITERATURE (INDICATE AUTHORS AND AMOUNT READ)				
SCIENCE	AGRICULTURE				
	DOMESTIC SCIENCE				
	BOTANY				
	ZOOLOGY				
	CHEMISTRY				
	PHYSICS				
	PHYSIOGRAPHY				
ART	MANUAL TRAINING				
	DOMESTIC ART				
	DRAWING				
	MUSIC				
EDUCATION	SCHOOL MANAGEMENT				
	PSYCHOLOGY				
	LIFE PROBLEMS				
	SUBJECT MATTER AND METHOD				
	METHODS AND OBSERVATION				

Signed _____ Principal.

GENERAL REMARKS

Where the student has been given credit for subjects completed in another school, such subjects should be included in this certificate with the name of the school in addition to the information called for by the blank form.

The NORMAL BULLETIN

Catalogue Number

July Nineteen Eighteen

Published by the FOURTH DISTRICT STATE NORMAL SCHOOL -:- SPRINGFIELD, MISSOURI

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BULLETIN OF THE

MISSOURI STATE NORMAL SCHOOL

FOURTH DISTRICT

Vol. XIII SPRINGFIELD, MO., JULY, 1918 No. 2

Catalogue Number
1918

PUBLISHED BY
FOURTH DISTRICT STATE NORMAL SCHOOL

Issued Quarterly
April, July, October and January

Entered as Second Class Matter at the Post Office at Springfield, Missouri, under the Act of Congress of July 16, 1893

Inland Printing Company, Springfield, Mo.

SCHOOL CALENDAR

1918-1919.

Registration for Fall Term—Monday, September 9.
Fall Term classes assemble—Tuesday, September 10.
Annual School Picnic—Friday, October 4.
Girls' Annual Reception—Hallowe'en, October 30.
Fall Term closes—Wednesday, November 27.
Registration for Winter Term—Monday, December 2.
Christmas Vesper Service—Sunday, December 15.
Christmas Vacation—Friday, December 20 to Thursday, January 2.
Boys' Annual Reception—Valentine, February 14.
Winter Term closes—Friday, February 28.
Registration for Spring Term—Monday, March 3.
Faculty Reception—Saturday, March 29.
Easter Vesper Service—Sunday, April 20.
New Classes for Approved Grades—Monday, April 14, to Friday, June 27.
Annual High School Track Meet—April 26.
Spring Term closes—Thursday, May 23.
Registration for Summer Term—Monday, May 26.
Baccalaureate Sermon—Sunday, July 27.
Commencement and Alumni Banquet—Thursday, July 31.
Summer Term closes—Friday, August 1.

BOARD OF REGENTS

W. N. EVANS, West Plains.
J. FRED RHODES, Eldorado Springs. } Term expires January, 1923.

I. GLASER, Springfield.
J. H. CASE, Marshfield. } Term expires January, 1921.

J. J. SCHNEIDER, Springfield.
W. S. CANDLER, Mountain Grove, } Term expires January, 1919.

U. W. LAMKIN, State Superintendent Public Schools, Ex-Officio.

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W. S. CANDLER, Vice-President of Board.
FRANK C. MANN, Springfield, Secretary of Board.
JOHN T. YOUNG, Springfield, Treasurer of Board.
CLYDE M. HILL, President of the School.

COMMITTEES.

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U. W. LAMKIN, State Superintendent Public Schools
J. J. SCHNEIDER, Ex-Officio Chairman.

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President.

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Voice.

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WILLIAM ATHERN DAGGETT, A. B. (Drury)
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Education.

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Training School Supervisor. (Primary).

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Division of Reading and Public Speaking.

Theo. W. H. Irion, Pd. B. (Cape Girardeau), A. B., B. S. in Ed. (M. S. U.), A. M. (Columbia University)
Education. Registrar.

Mary Keith, A. B., A. M. (Columbia University)
Training School Supervisor. (Junior High School).

Henrietta L. Keller, B. Pe. (Springfield)
Piano.

C. P. Kinsey, B. M. (Chicago Musical College). Pupil of Dudley Buck.
Conservatory of Music.

MRS. C. P. KINSEY, Graduate Conservatory of Music (Stanberry). Pupil of August Spanuth, Gustav Pohl and William Kritsch
Piano.

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JESSIE KITE, B. Pe. (Springfield)
Physical Training.

W. H. LYNCH, A. B., A. M. (M. S. U.)
Visitor.

MARY C. MCCORMACK.
Applied Art.

S. F. MYERS, Diploma, College of Music (Sedalia), Chicago Musical College.
Violin, Band, Orchestra.

ANNA LOUISE NIXON, A. B. (Drury), B. S. in Ed. (Springfield)
History.

M. A. O'REAR, B. S. in Ed. A. B. (M. S. U.)
Department of Education and Director of Training School.

GRACE PALMER, B. Pe. (Springfield), A. B. (Drury).
Assistant Librarian.

SUE SCOTT PERKINS, B. Pe. (Warrensburg), B. S. in Ed., A. B. (M. S. U.), A. M. (University of Chicago)
Department of Mathematics.

MOINA PRATOR, S. B., S. M. (University of Chicago)
Geography.

JAMES W. SHANNON, Ph. M. (University of Wisconsin)
Department of History.

CLARA R. SCHAEFFER, Diploma American Institute Normal Methods Music and Art. Student Stout Institute, Chicago School Normal and Applied Arts, Academy of Fine Arts, Chicago, California School of Arts and Crafts.
Fine Arts.

BLANCH ALBERTA SKINNER, B. S. in Ed., Diploma in Supervision, (Columbia University)
Training School Supervisor. (Rural).

ADDA M. STARRETT, B. Pe. (Greeley), B. S. in Ed., Diploma in Supervision, (Columbia University)
Training School Supervisor. (Junior High School).

A. P. TEMPLE, B. S. (Ohio Wesleyan)
Physics and Chemistry.

DOROTHEA THOMAS, Ohio Mechanic's Institute, Ohio University
Home Economics.

FRANK F. THOMPSON, B. L., M. A. (M. S. U.)
Education.

THOMAS J. WALKER, B. Pe., B. S. in Ed. (Springfield)
History.

BERTHA WELLS, B. Pe. (Springfield), A. B. (Drury)
Languages. Acting Adviser of Women.

MARY A. WOODS, B. Pe. (Springfield), A. B. (Drury), A. M. (M. S. U.)
English.

To be supplied:

.....
Domestic Science.

.....
Shorthand and Typewriting.

FOURTH DISTRICT NORMAL SCHOOL.

The Fourth District Normal School was founded in 1906 for the purpose of training young men and young women to teach in the public schools of the State of Missouri. On account of its delightful location, its splendid equipment, its well trained, efficient faculty and the success of its graduates as teachers it has developed and extended its influence very rapidly. In addition to the facilities offered by the school, the city of Springfield, through her churches, clubs and various organizations, provides unusual opportunities for instruction and wholesome entertainment. A healthful climate, sanitary surroundings, good boarding places, systematic physical exercise, and the vigilance of the school physician have produced a school community remarkably free from disease. Most students are less liable to contagious diseases in the Normal School than they are in their home communities.

A SCHOOL PHYSICIAN.

The school physician is the health officer of the school community. He keeps everything in excellent sanitary condition in and around the school premises. He is a member of the faculty and is glad to consult with students at any time concerning questions of health. No charge is made for his services.

THE ADVISER OF WOMEN.

The Adviser of Women is a woman of broad culture. She has had much experience in the solution of the problems of young women. She is charged with the oversight of the social life of the school. She is informed about boarding places and will be able to give valuable advice in this connection. She seeks the personal acquaintance of the women of the school and assists them in every way possible.

LITERARY SOCIETIES.

The three literary societies, the Bentonian Society, the Carrington Society, and the Normal Debating Club, meet on Friday evening of each week. They have had a most important part in the personal development of many of the alumni. They are democratic in organization and management, and they cordially welcome students who are

interested in society work. They allot one evening of each term to a social gathering. Once during the school year, each society is permitted to present an assembly program.

Members of the literary societies regard the public contests as valuable opportunities. In the winter term there are two oratorical contests, one for men and one for women. The first prize is the privilege of representing the school in an oratorical contest with the Warrensburg Normal School and the Cape Girardeau Normal School.

At the beginning of the winter term, each society selects representatives who are to debate against representatives of the other two societies. These debates invariably arouse the liveliest enthusiasm. The victorious societies are awarded trophy cups. The best speakers in the inter-society debates are selected to represent the school in the inter-school triangular league debates. The Triangular League includes the Kirksville Normal School, the Cape Girardeau Normal School and the Springfield Normal School. Winners in the inter-school oratorical and debating contests are honored by having their names inscribed on an artistic bronze tablet attached to the wall of the auditorium.

At the beginning of the spring term, each society selects two representatives who are to appear in the spring term declamatory contest. This contest is especially enjoyed by the students and the public.

In the future, the work of the literary societies will be further enlarged. They will afford even greater scope for student initiative and for the expression of individual talent.

THE CHRISTIAN ASSOCIATIONS.

The Young Men's Christian Association and the Young Women's Christian Association are strong forces in the social and the religious life of the school. The weekly meetings are attended by large numbers of students. Every summer the Associations send several delegates to the Hollister conferences. Once or twice a month the Y. W. C. A. gives a tea to which all girls in the school are invited. In the past year the organizations have contributed to the 1917 Y. M. C. A. Hut Fund, and members of the Cabinets have made most liberal individual pledges. The Associations deserve much credit for organizing Bible classes, the purpose of which has been to study the teaching of Jesus in relation to present day conditions. Such activities create a general attitude of sympathy and helpfulness.

ENTERING THE NORMAL SCHOOL.

To reach the Normal School take an electric car going south at the station, transfer at the Public Square and South street to a Monroe street car going south. This car will take you to the Normal School building. Plan to reach Springfield in the day time if possible. When this is not possible, unaccompanied young women should notify the

Adviser of Women, who will arrange for some one to meet them at the station. If alone, report immediately upon arrival to the Y. W. C. A. Traveler's Aid, whose desk is inside the station. She will be glad to give you directions.

ENTER ON TIME.

The importance of entering at the beginning of the term can not be overestimated. The first few days and the last few days are relatively the most important of the term. One entering even a few days late works during the entire term under a serious handicap. New classes are formed at the beginning of each term and at the middle of the spring term and at no other time.

CONDITIONS OF ADMISSION.

Applicants for admission must be sixteen years of age and must furnish satisfactory evidence of good moral character.

Students entering for the first time should bring with them statements of grades from any classified high school or accredited institution. Students who do not bring such credentials must take examinations.

All persons of public school age are advised to complete a course in the high school of their home districts if it is approved. No one can afford to attend an unapproved school. Persons over twenty-one years of age will be admitted and classified on presentation of evidence of scholarship sufficient to do the work.

ENTRANCE EXAMINATIONS.

All persons entering for the first time who expect credits for work done in unclassified high schools or unaccredited academies and colleges will be required to take examination. Examinations will be given the first week of each term as follows: Language and special subjects, Wednesday afternoon; English and History, Thursday afternoon; Mathematics and Science, Friday afternoon; unfinished on Saturday.

MAKING A SCHEDULE.

Proceed as follows in making a schedule:

1. Consult members of the faculty and former students who will be found about the building wearing badges marked "Information." They will give you general directions.

2. Present your credentials to the classification committee. You should bring with you signed statements of work done in approved schools. Time may be saved by sending these credentials to the classification committee before you enter. You will receive further instruction from this committee concerning your classification.

3. The classification committee will direct you to some member of the faculty who will help you make out your daily program card.

4. Make a copy of your program card for your reference. The original will be filed in the office.

5. Pay your incidental fee to the cashier in the office and secure your receipt. All enrollments to classes are made through the office. It is absolutely necessary for you to take this step in order to get your name on any class roll.

6. Purchase your books by your program card. The clerks in the book-store will tell you what books you need.

7. Visit the class rooms to which you are assigned. You will find suggestions for the first day's lessons written on the board.

8. Report promptly for classes as scheduled. By all means be present on time for the work of the first day.

BOARDING.

Many find boarding in private families for $4.50 to $6.00. There are many excellent private boarding houses within a few blocks of the school. Rooms rent for from $1.00 to $2.50 per week.

Others rent rooms and board themselves. These get just what they want at from $3.00 to $4.00 per week for room and board.

There are clubs of young men and young women separate, in which ten or more arrange for meals at one place and rooms at another. This costs them from $3.00 to $4.00 per week for room and board.

IRVINGTON HALL.

The school home for young women is under the control of the school and accommodates sixty-four young women. It is heated by steam, lighted by electricity, well ventilated, and has six toilet rooms with a bathtub in each, supplied with both hot and cold water. It is well managed and provides excellent accommodations for the least money. Meals $3.50 per week. All rooms are rented by the month in advance for $8.00 per month whether occupied by one or two persons. Board and room with all modern conveniences costs just $4.50 per week. Students are expected to bring a counterpane and a comfort or blanket, and to furnish their own towels. Rooms in dormitory should be engaged early.

INCIDENTAL FEE.

There is no tuition fee. The State pays salaries of the faculty. An incidental fee is charged to pay for heating, lighting, cleaning and repairing the building and for taking care of the property, for library, literary and athletic purposes.

The incidental fee is $9.00 for each and every term, paid in advance. No one is enrolled for less than half a term. Any one enrolling at the beginning of the term or before the middle of term will pay fee for full term; others half of the fee.

Incidental fees in part are refunded on account of protracted illness. Not more than half will be returned at any time, and none after the middle of term.

No pupil will be enrolled in classes without showing receipt for incidental fee.

NECESSARY EXPENSES FOR YEAR.

Expenses for three terms (9 months)	Minimum	Maximum
Room rent, 36 weeks at $1.00 to $2.50	$ 36.00	$ 90.00
Board, 36 weeks at $3.50 to $4.50	126.00	162.00
Incidental fee	27.00	27.00
Books, tablets, pencils, etc.	8.00	12.00
Laundry and other incidentals	10.00	15.00
Total for year of 36 weeks	$207.00	$306.00
For a term of 12 weeks, one-third of above	69.00	102.00

Men and women students should not room in same house. The adviser of women will keep a list of good approved boarding places for young women and no young woman will arrange for boarding place until it has been listed by the adviser of women. No place will be so approved and listed unless it has been pledged to keep only one sex. Exceptions will be made in case it is a small home and those keeping same are old acquaintances of the students and are well known to all parties concerned.

Parents and friends of students should give them positive advice touching this matter. The school authorities must not be held responsible for conduct unless this warning is heeded.

REGULATIONS.

Persons renting rooms to Normal School students should keep girls only or boys only in the house.

A reception room should be furnished for students in which to entertain their company at all proper times.

Under no circumstances shall young women be allowed to receive young men callers in their own rooms.

All who keep student roomers should see that they are in their rooms after 10:30 p. m. and that all callers coming to spend the evening shall leave by 10:00 p. m.

In case of contagious disease an immediate report must be sent to the president, the school physician, or to the adviser of women.

FREE SCHOLARSHIPS.

Graduates of rural and high schools in the twenty-two (22) counties of the Fourth District will be given free incidental fee if used within twelve months from date of graduation, as follows:

One rural graduate in any county—three terms—value $27.00.

One rural graduate in any municipal township—one term—value $9.00.

One graduate of first class high school—three terms—value $27.00.

One graduate of second class high school—two terms—value $18.00.

One graduate of third class high school—one term—value $9.00.

The county superintendent determines what rural graduates are entitled to free scholarship—one of the best three.

The principal of each high school determines what high school graduate is entitled to a free scholarship—one of the best five.

DEMONSTRATION SCHOOLS.

The Board of Regents has authorized the establishment of demonstration schools in the counties of the Normal School district. The schools for the year 1918-1919 will be limited to six in number and will be one-room rural schools. It is the purpose of the Normal School to develop a co-operative scheme whereby local school boards may have the services of the Professor of Rural Education and the Director of the Extension Service in the development of an efficient rural school which may be used by the County Superintendent as an illustration of the possibilities in any rural community in southwest Missouri. These schools are not for purposes of practice teaching, but will be used as observation schools by Normal School students. They will be available for teacher training classes who doubtless will use them for observation purposes. It is the sincere desire of the Normal School management to have the school come into very close contact with the schools in the district and in such a way as to improve the educational opportunities of the boys and girls in their home schools. County Superintendents have been notified of the conditions under which a demonstration school may be obtained for their counties.

WAR WORK.

Every course in the Normal School has been organized in accordance with war demands. A special committee of the Board of Regents and the faculty has been appointed which will plan for the effective co-operation of the school with the various organizations in the furtherance of war work. During the past year, the home economics department conducted a Red Cross sewing class for girls of the Junior High School and one for Normal girls of college rank. In these classes a study was made of the origin, organization and achievements of the American Red Cross. Such garments were made as were most demanded at the time —either hospital supplies or refugee clothing. The school also maintained a class in surgical dressing. All the facilities of the school which may be used for the training of war workers are at the disposal of the proper authorities. The splendid wireless telegraph equipment owned by the school has been offered to the government to be used in training operators. German has been eliminated from the course of study by unanimous vote of the Board of Regents. The Domestic Science and Agriculture departments have aided the food administration materially in the production and conservation of food supplies.

COMMERCIAL DEPARTMENT.

In 1914 the Board of Regents established a commercial department. In order to meet the demand for trained commercial teachers in high schools, in 1918 the Board enlarged the work of this department. Courses in shorthand and typewriting have been added and other commercial subjects will be introduced as demanded. Students who prepare for commercial teaching will be required to take the same courses in pedagogy as those given for other lines of work. Those who have received their credits in business courses elsewhere may qualify as teachers of commercial courses by doing the required work in the department of education. It will be possible for students not intending to teach commercial subjects to take courses such as typewriting, which will be valuable to them in their work as grade or high school teachers. With the courses now offered it will be possible for the students to get complete office training under the direction of thoroughly competent teachers as a prerequisite to their teacher training work.

THE EXTENSION DIVISION.

The responsibilities of a state supported institution charged with the training of teachers for the public schools of a large section of the state cannot be confined to the walls of the school buildings. In less strenuous times than the ones in which we are living the training of teachers in service is an important problem. The scarcity of trained teachers the present year will call into the service many people who

Surgical Dressing Class.
May Day Performance.

have been successful teachers in the past, but had given up the work, and many young women who have fair scholarship, but who have little professional training. It is in response to the demands of such teachers as well as of those who desire to work for more advanced degrees that the Normal School is organizing an extension service with a well trained director in charge.

Through the Extension Division teachers in service may receive additional training by taking correspondence courses or by organizing extension classes which will be taught by regular members of the faculty on Saturday or at such other times as the convenience of the class and instructor will permit. Other things being equal it is more desirable to do work in extension classes than by correspondence; however very satisfactory correspondence courses are offered for which full credit is given in the Normal School. The Extension Director will co-operate with County Superintendents in planning the reading circle work so that Normal School credit may be received for it.

The Extension Division is charged with the duty of following up the work of graduates of the school, especially during the first year of teaching, in order that the members of the faculty may assist them in the solution of their problems and thereby improve the service they render as teachers.

FEES FOR EXTENSION COURSES AND CORRESPONDENCE COURSES.

Extension Courses: Two dollars ($2.00) per credit hour. If five hours of work are taken at the same time and with the same instructor, the regular incidental fee of nine dollars is charged. In no case will a class be organized for less than eight students.

Correspondence Courses: Two dollars ($2.00) per credit hour. Students are required to pay postage both ways on all written lessons and examination papers. All papers should be weighed before sending and postage inclosed for their return. Text books may be ordered from the publishers, or from the Normal School Book Store. Make all remittances to John B. Boyd, Director of Extension. Do not send fees till notified that your application has been approved.

These charges are made to cover the actual expenses of the courses.

CREDIT IN EXTENSION COURSES AND CORRESPONDENCE COURSES.

Extension Courses: A student will be limited to ten credit hours per year, except in cases where double courses can be given by the same instructor. The instructor may be able to give a subject matter course and a method course in the same subject to the same group, in which case additional credit will be given.

Correspondence Courses: A students is limited to ten credit hours per calendar year.

If information is desired on courses not listed here, or if there are any questions on any phase of the Extension Service, write the Director of Extension. The Normal School desires to assist every teacher in the district, and every effort will be made to serve you.

COURSES OFFERED IN EXTENSION AND BY CORRESPONDENCE.

The courses are listed by catalogue name and number. They are the same as those offered in class work at the school. For description see **Courses by Departments.** On demand a few courses will be scheduled for late afternoon periods during the Fall term for teachers in and near Springfield.

Extension Courses.

Education:
1. School Economy.
3. Principles of Teaching.
9. The Teaching of Geography.
14. Educational Psychology.
17. History of Elementary Education.

English:
Any course in college English.

History:
1. Ancient History a.
2. Ancient History b.
3. The Middle Ages.
4. English History a.
5. English History b.
6. American History a.
7. American History b.
8. American History c.
103. European History b.
104. European History c.
105. English Government.

Science:
Science IV Physics a.
Science IV Physics b.
5. Chemistry a.
6. Chemistry b.
8. Health and Sanitation.
9. Commercial Geography.
10. Grains.
11. Gardening.
12. Animal Husbandry.
101. Forage crops.
105. Farm Management.
106. The Teaching of Agriculture.

Foreign Languages:
5. Word Study.
6. Mythology.
1. Beginner's Spanish a.
2. Beginner's Spanish b.
1. Beginner's French a.
2. Beginner's French b.

Commerce:
3. Bookkeeping a and b. (High school or college).

Correspondence Courses.

Education:
1. School Economy.
Education III e. Subject Matter and Method in Geography.
3. Principles of Teaching.
14. Educational Psychology.
17. History of Elementary Education.

English:
English III a.
English III b.
English IV a.
English IV b.
English VI a. American Literature.

History:
Modern History IIIa and IIIb.
American History and Government IVa and IVb.
8. American History c.
104. European History c.

Science:
Science IV Physics a.
Science IV Physics b.
5. Chemistry a.
6. Chemistry b.
10. Grains.
11. Gardening.
12. Animal Husbandry.
101. Forage Crops.
105. Farm Management.
106. The Teaching of Agriculture.

Foreign Languages:
All college rank Latin above Course 6.

Commerce:
3. Bookkeeping a and b. (High school or college).

NOTE—Each instructor will be limited to one class in extension and will be assigned to the first one organized. Correspondence work should not be begun later than Nov. 1 and must be kept up regularly.

CERTIFICATES AND DIPLOMAS.

The state superintendent issues a Rural Certificate on the recommendation of the faculty of the Normal School. The Normal School issues a Regents' Certificate. Both of these certificates are legal qualifications to teach for two years, the first in any rural school in Missouri, the second in any public school in Missouri.

The Normal School issues three grades of diplomas. The first qualifies for teaching in elementary schools; the second for teaching in high schools; the third grants the Bachelor's Degree in Education. These diplomas are all life licenses to teach in Missouri.

It is important that students learn how to classify themselves and to find out from this bulletin how near they are to completing the course which will entitle them to one or the other of these certificates or diplomas.

We present below in tabular form the requirements for each. Further over under the heading "Courses by Departments" will be found the definite statement of the content of the several hundred courses offered in the Normal School.

Representation on the commencement program is accorded to one young man and to one young woman who in the opinion of the faculty exemplify the highest standards of scholarship, professional ability, efficiency, and character. The honor is the highest conferred by the school.

TWO YEAR RURAL CERTIFICATES.

Two year rural certificates are issued by the State Superintendent of Public Schools to students of the State Normal Schools who comply with these conditions:

a. The applicant must be at least 18 years of age.

b. A minimum two terms must be spent in residence.

c. Final grades must indicate that the applicant ranks among the middle fifty per cent. of the student body in scholarship or above.

d. Four years of high school work must be completed with credit as follows:

English, 3 units.
Mathematics, 2 units (including Arithmetic, Algebra and Geometry).
Agriculture, 1 unit.
High School Science, 1 unit (Biology, Physics or Physiography).
History, 2 units (one of which must be American History and Government).
Industrial and Fine Arts, 1 unit.
Subject matter and method of the common branches, 1 unit.
Elementary Psychology, ⅓ of 1 unit.
Rural Life Problems, ⅓ of 1 unit.
Rural School Management, ⅓ of 1 unit.
Rural School Methods, 1 unit.
Electives, 3 units.

e. The professional three units must be done after eight units have been completed.

f. The rural certificate will be renewed after the holder thereof has had 32 weeks of successful experience and has completed at least one term (eight semester hours) of college work in a standard professional school of college rank.

The following meets all of the requirements set up by the state superintendent and is what we think is the best possible preparation for teaching in rural schools that can be made in a four years' high school course and is fully the equivalent of the teacher training work done in high schools.

The rural certificate may be renewed when one full term of credits is made and all present requirements are met.

RURAL CERTIFICATE COURSE (HIGH SCHOOL)

First Year.

First Term.	Second Term.	Third Term.
English Ia	English Ib	Grammar
Algebra a	Algebra b	Arith.
Ancient Hist. a	Ancient Hist. b	Phys'l.
Geog.	Spec. (2)	Spec. (2)

Second Year.

First Term.	Second Term.	Third Term.
English IIa	English IIb	Home Ec. or Mn. Train.
Agric. Ia	Agric. Ib	Agric. Ic
Home Ec. or Mn. Train.	Mod. Hist. a	Mod. Hist. b
Geom. a	Geom. b	Algebra c

Third Year.

First Term.	Second Term.	Third Term.
English IIIa	English IIIb	Teachers' Grammar
Phys. Geog.	Phys. Geog.	Teachers' Geog.
Rural Sch. Mgt.	El. Psychology	R. L. Problems
Teachers' Arith.	Rural Sch. Hygiene	Elect. (1)

Fourth Year.

First Term.	Second Term.	Third Term.
English IVa	English IVb	Elect (1)
Meth. and Obs. a	Meth. and Obs. b	Meth. and Obs. c
Am. Hist. and Govt.	Am. Hist. and Govt.	Am. Hist. and Govt.
Elect. (1)	Physics	Physics

Junior College Courses.

The first and second years of college work are now designated as junior college. These courses described by departments are numbered from 1 to 99. Below is an outline of requirements for preparation to teach in elementary schools. Four columns indicate four lines of preparation.

First Year, 30 Semester Hours, Regents' Certificate.

	Primary.	Lower Grade.	Upper Grade.	Rural.
Psychology and School Economy	5 hrs.	5 hrs.	5 hrs.	5 hrs.
Methods in Subjects (D)	5 hrs.	5 hrs.	5 hrs.	5 hrs.
Principles Teaching and Observation	5 hrs.	5 hrs.	5 hrs.	5 hrs.
Music, Expression, and Physical Training	7.5 hrs.	7.5 hrs.	5 hrs.	5 hrs.
Art (Drawing, Handwork and Writing)	7.5 hrs.	7.5 hrs.	5 hrs.	5 hrs.
Foreign Language (Latin)			5 hrs.	
Agriculture or Home Economics				5 hrs.

Second Year, 60 Semester Hours, Elementary Diploma.

	Primary.	Lower Grade.	Upper Grade.	Rural.
Practice Teaching (D)	5 hrs.	5 hrs.	5 hrs.	5 hrs.
Child Study and History of Education	5 hrs.	5 hrs.	5 hrs.	5 hrs.
Health and Sanitation	2.5 hrs.	2.5 hrs.	2.5 hrs.	2.5 hrs.
Commercial Geography	2.5 hrs.	2.5 hrs.	2.5 hrs.	2.5 hrs.
English	5 hrs.	5 hrs.	5 hrs.	5 hrs.
Mythology	2.5 hrs.			
Word Study		2.5 hrs.		
Sociology			2.5 hrs.	
Rural Sociology and Economics				2.5 hrs.
Methods (Story, Nature, Play)	7.5 hrs.	5 hrs.		
Arithmetic (D)		2.5 hrs.	2.5 hrs.	2.5 hrs.
American History			2.5 hrs.	2.5 hrs.
Elect on Advice			2.5 hrs.	2.5 hrs.

D. signifies different in several lines.

A regents' certificate will be issued on completion of the 30 hours as indicated above. No renewals will be issued until all of above requirements have been met and after one full term of credits, 10 hours looking to the completion of requirements for diploma, have been made.

It is necessary for each student, after having completed the high school work, to determine which one of the above courses he will follow. The third and fourth years of college work may be taken after completing any one of these four courses. One who is looking forward to high school teaching, however, should take either the course preparing for upper grade teaching or the course preparing for rural teaching.

Students coming from regular high schools not having taken the teacher training work may readily take any one of these courses. Students who have completed the teacher training work in a high school or the rural certificate course in the Normal School, need not take all of the fifteen hours of professional work required for the regents' certificate. They will be permitted to elect on advice some academic work in lieu of some of the professional work.

Senior College Courses.

The third and fourth years of college work are now designated as senior college. These courses described by departments are numbered from 101 to 199. These course are given to prepare for teaching in high schools and for superintending school systems.

A system of majors and minors must be followed. A student may select his group and then select his major and two minors from that group. He will be expected to follow these selections on advice of the department head in which he selects his major. One cannot change

from one group to another or change his major and minors without loss of some time and credit.

Every student before entering upon senior college work must elect one of the following groups:

1. English, Latin, history.
2. Mathematics, science I, science II.
3. Agriculture, science I, science II.
4. Home economics, science II, Latin.
5. Music, art, English, language.

Science I must include physics, chemistry, and physiography.
Science II must include botany, zoölogy, and chemistry.

In meeting the requirements for the ninty-hour diploma for high school teaching or for the one hundred twenty-hour diploma, bachelor of science in education, all the work in senior college of academic value must be concentrated on three subjects, not distributed among the four subjects that appear in some of the groups above. Any subject in any one group above may be selected as a major and two others in that same group selected as minors.

The following is an outline showing the distribution of the work in the third and fourth years of college work:

	Third Year.	Fourth Year
The Major Subject	10 hrs.	10 hrs.
One Minor Subject	5 hrs.	5 hrs.
One Minor Subject	5 hrs.	5 hrs.
Methods in Major Subject and Practice Teaching	5 hrs.	
High School Problems and Youth	5 hrs.	
Elect, Education, on Advice of Head of Department		5 hrs.
Elect, Academic, on Advice of Head of Department		5 hrs.

It is not expected that one will elect for a major or a minor a subject in which he has not had full high school preparation. One could not elect for a major or minor a subject in which he had had little high school preparation. Should one desire to do such a thing, it will be necessary for him to do work in the Normal School to prepare him for his major and minor subjects.

The grouping of subjects is based upon the usual natural tendencies in students. The committee on positions has difficulty in locating graduates in high school positions. This arrangement is made with the hope that school boards and superintendents in control of high schools will so arrange their high schools in departments that the combination of subjects taught by any one person in the high school may fall in one or the other of these groups.

Bachelor of Science in Education.

We have had for some years specially arranged courses of study for those who do not care to secure the regents' certificate or to secure the diploma for elementary teaching. Some of our students prefer to shape their work for high school teaching with no special thought of preparing to teach in the elementary schools. Some of them have

secured a ninety-hour diploma as their first paper from the Normal School qualifying them to teach.

The following courses are arranged for all such persons with the idea of issuing to them after two years of such college preparation a limited certificate. This certificate would certify to their preparation for teaching in small high schools. It would mean sixty semester hours of preparation, and be limited to two years. Such a certificate could be renewed after completing an additional twenty semester hours in the Normal School.

The following tabulation indicates the order of the work by years:

	First Year.	Second Year	Third Year.	Fourth Year.
The Major Subject	7.5 hrs.	7.5 hrs.	7.5 hrs.	7.5 hrs.
One Minor Subject	5 hrs.	5 hrs.	5 hrs.	5 hrs.
One Minor Subject	5 hrs.	5 hrs.	5 hrs.	5 hrs.
Psychology and Principles Teaching	5 hrs.			
English	5 hrs.			
Methods in High School Subjects		5 hrs.		
History of Education			5 hrs.	
Observation and Practice	2.5 hrs.	2.5 hrs.	2.5 hrs.	
High School Problems		2.5 hrs.		
Educational Psychology, Youth			2.5 hrs.	
Administration or Supervision				2.5 hrs.
Elect, Education, on Advice of Head of Department				5 hrs.
Elect, Academic, on Advice of Head of Department		2.5 hrs.	2.5 hrs.	5 hrs.

When English is selected as major or minor this five hours of English will be counted as part of the major or the minor requirement and other subject elected instead.

The groups from which the major and minor subjects are to be selected are the same as those given on a previous page under "Senior College Courses."

SCHEDULE OF CLASSES—FALL TERM, 1918.

Room	I	II	III	IV	V	VI.	VII
28	Hist. Edu.	Observation		Psychology	Prin. Teach.	Edu. Psych. a	
30	Rural Methods a	El. Psychology			Sch. Mgt.	Sch. Econ.	
32				Pri. Meth. b			
46	English Va	Eng. VIa		Tching of H. S. Eng.	Eng. V c		
48			Eng. IIa	Eng. IIIb	Eng. II b	Eng. IVa	
45		Eng. IIIa	Tch. El. Eng.	English Ia	Grammar		
24	H. S. Lat. a, 1st yr.		Livy	H. S. Lat. 2d yr.	H. S. Lat. 3d yr.	Word Study	
23	Col. French I	H. S. French I	Col. Virgil	Teaching of Caesar	Spanish I	Col. Beginner's Lat. I	
42	Col. Am. Hist. a	Present Europ. War	Teaching of Elem. Hist.		Col. European Hist. a	Col. Am. Hist.	
44	Rev. Course in Govt.	Anc. Hist. a	Mod. Hist. a	Review in U. S. Hist.	Am. Hist. a	Civ. Govt.	
41	Col. Alg.	Teaching of Arith.		Trigonometry		Analytics	
43	Arith.	Algebra b	Algebra c	S. M. & M. in Arith.	Pl. Geometry a		
51	Com. Geog.	Teaching of Geog.	S. M. & M. in Geog.	Geography	Nature Study	Phys. Geog. a	
49		Botany	R. & S. Hy. & San.	Health & Sanitation		Zoölogy	
52		Physics a	Chemistry a		Col. Phys. a		
11	Agri. b			Grains			
8	H. S. Dom.	Science a	Col. Dom.	Science I	Col. Dom	Science 4	
6	Col. Dom.	Art 5	H. S. Dom.	Art a	Col. Dom.	Art 1	
22	Col. Exp. I	H. S. Reading a		H. S. Reading b		Col. Exp. 2	
12	Music I	Music II	Music I		Music III	Music V	
40		Crayola	Water Color I		Crayola	Water Color 2	
47	Writing a	Writing b				Book keeping	
2		Gr. Hdwk.	Prim. Hdwk.		Art Craft.		
Gym		Phys. Tr. I	Phys. Tr. 2			Phys. Tr. 1	Phys. Tr. 3

COURSES BY DEPARTMENTS

The following short description of all the courses offered in the Normal School is given that prospective students may know what to expect in each course. The numbers are arranged so as to enable all to know the rank of the several courses.

By checking up the tabulation on previous pages with the following the student should be able to find his own standing in the school, know what he should take next, and determine what further is required of him to complete the course.

DEPARTMENT OF EDUCATION.

High School Courses.

Education IIIa. School Management. This course considers classroom management, classroom routine, daily program; the teacher and his duties, qualifications, relationships; school discipline and professional ethics. Every term.

Education IIIb. Rural Life Problems. The evolution of the rural community; the characteristics of the different periods of development with causes of change; the institutions and agencies of rural betterment and their relations to each other; the rural school; supervision, course of study, consolidation; community center; rural leadership. Text: Cubberley's "Rural Life and Education." Fall, winter, summer.

Education IIIc. Elementary Psychology. This is a Rural Certificate course; it emphasizes those phases of psychology related to the teaching process; instinctive biases, habit-formation, memory, affection, and the higher thought processes. Text: Colvin and Bagley's "Human Behavior." Winter, spring, summer.

Education IIId. Subject Matter and Method in Grammar. A study is made of the entire field of grammar and some attention is given to methods of teaching the subject. Winter, spring and summer.

Education IIIe. Subject Matter and Method in Geography. Causal geography is emphasized through a general survey of North America, Europe, studying the rational phases of development. Sutherland's "The Teaching of Geography" supplies the basis of pedagogical study. Fall, winter and summer.

Education IIIf. Subject Matter and Method in Arithmetic. This course is primarily a review and organization of the subject matter of arithmetic. Attention is given to method and selection of problem material.

Education IVa. Methods and Observation. Principles developed and applied to reading and spelling. Fall, winter, summer.

Education IVb. Methods and Observation. Language, grammar, writing, arithmetic, agriculture, physiology. Winter, spring, summer.

Education IVc. Methods and Observation. History and civics, geography, elementary science and art. Fall, spring, summer.

The aim is to secure efficiency in teaching through the application of principles of method in the special subjects and through observation in the training school. The function and organization of subject-matter, motivation, method, correlation and alternation are topics considered. School management and psychology are prerequisites.

Texts: Charters' "Teaching the Common School Branches," and the State Course of Study, supplemented by library references.

College Courses.

1. **School Economy.** This course gives special attention to the problems of the graded school, including grading and classifying, the classroom management and discipline, the team work between principal and teachers and the relation of the teachers in the different grades. Community problems are considered. Every term.

2. **Psychology.** A course covering the general phases of psychology and their educational bearings. Instincts, habits, memory, the thought processes and other general topics are treated. This course is required for all diplomas. Every term.

3. **Principles of Teaching.** A study of the foundations of method; the meaning of education, the aim of education; subject-matter, its origin, function, organization; the doctrine of interest; technique of instruction. Every term.

4. **Observation.** The work of this course consists of systematic observation and study of the instruction given by the supervisors in the training school. Each student is expected to do reference work, make out plans, and on occasions teach a class under the direction of the supervisor in the presence of the other members of the observing class. When the demand is sufficient, a separate class will be organized for observation in the junior high school for those preparing for teaching in high schools. Prerequisites: Psychology and Principles of Teaching. Every term.

5. **The Teaching of Story Telling.** Designed to meet the needs of the teacher in the lower grades. Careful consideration is given to the school subject in which the story forms the basis of instruction; to the special types of stories; to fitting stories to the individual child or child group, and to making over stories for perfect telling. Fall, winter and summer.

6. **The Teaching of Nature Study.** Planned to meet the needs of lower grade teachers. It aims to give a knowledge of three factors essential to good teaching: first, of the subject-matter to be taught; second, of the method by which the subject is to be taught; third, a knowledge of a broader field of the subject-matter than just that which is to be taught the child. Spring and summer.

7. **The Teaching of Reading.** Much emphasis on the teaching of reading; shows proper correlation with literature. It gives some attention to grades three and four, but more attention to the upper grades. Fall and summer.

8. **The Teaching of Arithmetic.** A course of study for the eight grades is studied critically. Such subjects as objective teaching, methods and principles of rationalization and habituation, development of independence, accuracy and speed, applied problems and their grading, etc., are studied. The purpose throughout the course is to show how to relate arithmetic to the child's every day life and his further needs. Every term.

9. **The Teaching of Geography.** The State Course of Study in Geography furnishes the basis for the work. A detailed study of children's literature of geography suitable to each grade is given. The use of the sand table, of illustrative materials, and of useful devices, is introduced. Exercises are given in mapping, modeling, and charting; observation work is done, and plan work emphasized. Every term.

10. **The Teaching of Elementary English.** A methods course in the literature, language, and grammar work of the elementary grades. In addition to familiarizing the students with the materials used in these grades, practical help in handling this material is given. Generous use is made of Greenwood School for observation. Every term.

11. **The Teaching of Elementary History.** Designed particularly for teachers in the elementary schools. Among the more important of the topics are: Aims and educational value of history, selection of materials and choice of facts, sources of information, program and course of study, the use of stories, and illustrative material bearing on the problem of presenting them, methods of study and of teaching, correlation with other school subjects and other related topics. "Report of Committee of Eight," with extensive readings from the library, will give a knowledge of the materials from which teachers may draw in their work. Observation lessons and lesson plans will be required of all students. Every term.

12. **Primary Method (a). The Story, Handwork, Drawing, and Play.** A study of children's story books, learning stories and story telling. All correlated. Some attention given to a review of the principles brought out in Kirkpatrick's "Child Study." Winter and summer.

13. **Primary Method (b). Reading, Language, Nature Study and Arithmetic.** A study of the material and outlines for the first and second years; criticism of text book, plan writing, observation. A careful study will be made of the material used. Fall, spring and summer.

14. **Educational Psychology (a).** The psychology of infancy and childhood, together with a consideration of the psychology of the common school subjects, constitutes the contents of this course. A college course in general psychology must have been completed before entering upon this course. This course is required of all students graduating from the sixty-hour course. Fall, spring and summer.

15. **Sociology.** This course is an introduction to sociology. A general survey of our important social problems is made and the relation of education to the same is worked out. Required of students graduating from the sixty-hour course. Winter and spring.

16. **Rural Sociology and Economics.** This course aims to prepare for active constructive rural leadership. It differentiates rural and urban communities, distinguishes the types of rural communities, and indicates the physical and social influences producing them. It considers rural problems, the improvement of agricultural communities, farm marketing, farm labor, and distribution of farm income.

17. **History of Elementary Education.** A study of the development of the theories and practices of our modern elementary schools. Required of all students for graduation. Winter and summer.

18. **Teaching in Rural Training School.** Students preparing to teach in rural schools will spend all the time for twelve (12) weeks in one of our affiliated rural schools under direction of the supervisor. The other half term will be given to two educational subjects and completed during the term. This will give the student credit for 10 semester hours for the term. We have arrangements complete for 24 students to get such training next year. Fall, winter and spring.

19. **Teaching in Greenwood School.** The student will be expected to take charge of and teach a class in the training school throughout two terms. He will also be expected to devote at least one period per day to the preparation of lesson plans and of the subject-matter which is to be presented to the class, to attend all conferences that may be called by the supervisor and the director of the training school. Two terms are required of all students except in special cases. Prerequisites: Psychology, Principles of Teaching, and Observation. Fall, winter and spring.

101. **Educational Psychology (b).** The psychology of the adolescent, together with a consideration of the psychology of high school subjects, constitutes the content of this course. Students are also familiarized with the more important mental tests. A college course in general psychology must have been completed before entering upon this course. This course is required of all students graduating from the ninety-hour course. Winter and summer.

102. **The Teaching of High School English.** A detailed study is made of the teaching of English through the four years of high school work. Fall and summer.

103. **The Teaching of High School Mathematics.** A thorough investigation of the subject-matter and the method of high school algebra, geometry and trigonometry. Fall and summer.

104. **The Teaching of High School History.** A careful study is made of the materials to be used in teaching history in the high school. The use of the library. Outline plans are made and discussed in detail. Fall and summer.

105. **Teaching in Junior High School.** Candidates for the diploma for high school training will teach one term in the elementary school and one in the high school. The same rules governing teaching in the

grades apply here. Experienced teachers and those preparing for upper grade teaching may do all their practice in the junior high school.

106. History of Education. A study of the development of educational theory and practice from the early civilization to the modern era. This course is required of all students graduating from the ninety-hour course. Fall and summer.

107. Practicum. This course is offered only to experienced teachers who have had advantages of several years' practical, efficient supervision. It will take the place of teaching for such persons. Summer.

108. An Advanced Course In the General Principles of Method as Applied to Various Phases of the Teaching Process. Especial attention will be given to methods of teaching in advanced grades, and in the high school. This course is designed for those who have had considerable teaching experience, and for other advanced students, who have done their practice teaching. Winter and summer.

109. High School Problems. This course gives special emphasis to the idea that "The modern high school is for all the children of all the people." Much attention is given to the reorganization movement with special reference to the junior high school movement. Text: Brown's "The American High School," supplemented by extensive readings from current educational literature. Spring and summer.

110. Advanced Sociology. This course is intended for students working for the degree of Bachelor of Science in Education. It deals primarily with the origin and development of our social institutions. Summer.

111. Supervision of Instruction. Among topics discussed are: Factors favoring advance of education; the superintendent; the teacher; supervision of instruction, grading, promotion, retardation, and elimination of pupils; the Course of Study and problems relating to it; the environment, including problems of health, sanitation, building, and grounds. Summer.

112. Educational Tests and Measurements. The literature in this field will be reviewed and discussed with special attention to the use of tests and scales in rural and smaller city systems. Some attention will be given to the necessary statistical methods, the meaning and use of scores in diagnosing the teaching situation. Summer.

DEPARTMENT OF ENGLISH.

High School Courses.

English I. a. A critical study is made of "Treasure Island," "Sohrab and Rustum," "Westminster Abbey," 'The Talisman," and some short poems. A simple novel or story is read each month. Attention is given to figures of speech. Weekly or bi-weekly themes on subjects from life or literature are required. Every term.

English I. b. A critical study is made of selections from the "Odyssey," "The Gold Bug," "The Merchant of Venice," and "The

Last of the Mohicans." A novel or story is read each month. Weekly or bi-weekly themes are required. Every term.

English I. c. Grammar. A study of the parts of speech and of sentence forms is made practical by emphasis on the ways of avoiding common errors in speech and writing. Every term.

English II. a. A critical study is made of "The Sir Roger De Coverley Papers" and "As You Like It." About half of the time is given to elementary rhetoric. Weekly or bi-weekly themes on subjects from life or literature are required. Every term.

English II. b. A critical study is made of "Ivanhoe" and the "Bunker Hill Oration." About half of the time is given to elementary rhetoric. Weekly or bi-weekly themes are required. Every term.

English III. a. A critical study is made of "Silas Marner" and "Julius Cæsar." About half of the time is given to rhetoric. Weekly or bi-weekly themes are required. Every term.

English III. b. A critical study is made of Macaulay's essay on Johnson and "The Lady of the Lake." About half of the time is given to rhetoric. Weekly or bi-weekly themes are required. Every term.

English III. c. A study is made of the entire field of grammar. The course is of value to teachers. Every term.

English IV. a. A rapid survey is made of the history of literature through Shakespeare. Critical study is given to Burke's "Conciliation" and to "Macbeth." Bi-weekly themes are required. Fall, spring and summer.

English IV. b. The survey of the literature is continued to the present time. Critical study is given to "L'Allegro" and "Il Penseroso," Gray's "Elegy," "The Rime of the Ancient Mariner," "The Prisoner of Chillon," "King's Treasuries" and "The Idyls of the King." Bi-weekly themes are required. Winter and summer.

College Courses.

1. **English V. a.** Half of the term is given to the critical study of exposition and description and to advanced composition; half of the term is given to the study of two books of "Paradise Lost," selections from Addison and Pope, and the history of literature in the Eighteenth century. Fall, spring and summer.

2. **English V. b.** Half of the term is given to the critical study of narration and to advanced composition; half of the term is given to the study of "Rasselas," Macaulay's essay on Byron, and the history of Nineteenth century literature. Winter and summer.

3. **English V. c.** Half of the term is given to the principles of oratory and to the writing of orations; half of the term is given to the study of "Lear," "Hamlet," and "Othello." Fall and spring.

4. **Special English: Argumentation.** The course embraces the theory of argument and practice in debating and speech writing. Winter.

5. **Special English: Appreciation.** The course consists of ten lectures on appreciation of literature and on the standards for judging books. Winter and summer.

Winding May Poles.

JOHN CRERAR
LIBRARY

6. **English VI. a.** The course is a comprehensive study of American literature. Fall.

7. **English VI. b.** Close study is made of the writers of the Romantic Period. Special attention is given to verse forms and to literary types. Papers involving research constitute a part of the work. Winter.

8. **English VI. c.** The course is a study of the literature of the Victorian Age with emphasis on Browning and Tennyson. Spring.

101. **English VII. a.** Study is made of the development of the essay from the Sixteenth century to the present time.

102. **English VII. b.** The course is a study of types of fiction throughout the Eighteenth and Nineteenth centuries.

103. **English VII. c.** The course is a comprehensive study of Chaucer.

104. **English VIII. a.** The course is a study of Anglo-Saxon grammar and reading.

105. **English VIII. b.** This course is a broad study of the Elizabethan drama. Special attention is given to Marlowe, Ben Jonson, Beaumont, and Fletcher.

The last five courses are offered in summer only and are varied from year to year.

DEPARTMENT OF MATHEMATICS.

High School Courses.

Algebra I. a. A study of the fundamental operations and factoring. For beginners. Every term.

Algebra I. b. More difficult factoring and fractions, simultaneous equations, graphs, easy quadratic equations are studied. Every term.

Arithmetic I. c. A general review including both percentage and mensuration. Every term.

Algebra II. c. Thorough treatment of quadratic equations, more difficult graphs, the theory of exponents, radicals, radical equations, involution, evolution, simultaneous quadratics, and imaginary numbers. Every term.

Double work in course Ib is offered in the last half of spring term and first half of summer term. Double work in IIc is offered in both halves of summer term.

Plane Geometry III. a. This course covers books I and II of plane geometry. Fall, winter and spring.

Plane Geometry III. b. This course covers books III, IV and V of plane geometry. Winter, spring and summer.

Double courses every summer. The two terms should be in succession.

Arithmetic III. c. Subject matter and some method covering the entire field of arithmetic applied to community problems. Every term. Offered as double course in last half of spring and both halves of summer.

College Courses.

1. **Solid Geometry.** This course includes all the work usually given in such a course in our best schools. Fall and spring.

2. **Plane Trigonometry.** Winter and summer.

3. **Teachers' Algebra.** This course is planned for students who have had a high school course in algebra and wish to review and organize the subject matter either with a view of teaching the subject or as a preparation for more work in mathematics. Special attention is given to the fundamental operations, factoring, fractions, graphs and equations. Summer.

4. **College Algebra. a.** Fall and summer.

5. **College Algebra. b.** Winter and summer.

6. **Plane Surveying and Spherical Trigonometry.** Plane trigonometry is prerequisite. Field work with compass, transit and level will be required. Offered when desired by eight students.

101. **Analytic Geometry. a.** Winter.

102. **Analytic Geometry. b.** Spring.

103. **Differential and Integral Calculus. a.** Summer.

104. **Differential and Integral Calculus. b.** Summer.

105. **History of Mathematics.** Required of all who major in mathematics.

DEPARTMENT OF HISTORY.

High School Courses.

Review Course in U. S. History I. a. A brief survey of entire field of American history. Every term.

Review Course in Government I. b. A brief survey of national, state and local government. Every term.

Ancient European History II. a. A survey of the European ancient world, including the Orient, Greece and Rome. Fall and spring.

Ancient European History II. b. A survey of mediæval Europe, with special emphasis on the church, feudalism, rise of national states, life and culture of mediæval people. Winter and summer.

Modern European History III. a. A study of the significant developments in modern Europe during the Sixteenth, Seventeenth and Eighteenth centuries. Fall and spring.

Modern European History III. b. A study of the significant developments in modern Europe during the Sixteenth, Seventeenth and Eighteenth centuries. Winter and summer.

Both courses are offered as double courses in the Summer term.

American History and Government IV. a. The term is devoted to a study of the discovery, exploration and settlement of the new world, the separation of the colonies from England, the establishment of the new republic, and the development of national versus sectional interests in American politics up to the administration of Andrew Jackson. Fall, winter and summer.

American History and Government IV. b. The second term rounds out the story of our national history, social, political, industrial and commercial, from the Revolution to the present time. Winter, spring and summer.

American History and Government IV. c. Both state and national governments are studied. This course includes the study of community civics, our state and national government. Fall, spring and summer.

Missouri's History IV. d. Exploration and early settlement of Missouri; its territorial history; special emphasis on its development as a great American commonwealth. Summer.

College Courses.

1. **Ancient History. a.** A brief review of the Orient, and a study of the political and social development of the Ancient Greeks. A special emphasis is placed on the thought, life and character of the people. Fall.

2. **Ancient History. b. Rome.** A study of the political and social development of the Romans. Special emphasis is placed upon the Romans as lawgivers, organizers, administrators and builders. Winter.

3. **The Middle Ages.** A study of the most significant economic, social and intellectual phases of mediæval history. Special emphasis on institutions. Spring and summer.

4. **English History. a.** Earliest times down to the reign of King James II. Spring.

5. **English History. b.** From the time of James II to the present. Winter and summer.

6. **American History. a.** Colonial period to 1783. A study of colonial life and institutions, the conflict between the English and French for possession, and the American Revolution. Fall.

7. **American History. b.** Formation and development period to 1840. A study of the political period, the formation of a government, and the development of the nation under Federalist, Jeffersonian and Jacksonian ideals. Winter and summer.

8. **American History. c.** Period 1840 to the present. A study of expansion and slavery question, the Civil War, reconstruction and the rise of a new nation. Spring.

9. **Present European War.** The historical background of the war, causes, fundamental and immediate, results to date, problems of peace. Every term.

101. **American Government.** An intensive study of the government of the United States. Summer.

102. European History. a. Renaissance. Protestant Revolutions, and Catholic Reformation. Fall and summer.

103. European History. b. The period 1715-1815. The rise of Russia and Prussia, the struggles of France and England in India and America, the "Old Regime," the French Revolution, the rise and fall of Napoleon. Winter.

104. European History. c. The period 1815-1917. Europe after the Congress of Vienna, the Industrial Revolution; formation of the Italian Kingdom and German Empire; the Eastern question, development of the British and Russian empires; Nineteenth century European expansion; a discussion of some of the great present day problems. Attention will be given to the government of some of the leading European states. Spring.

105. English Government. A study of the actual working of the English government with some reference to its theory and history. This course is designed to supplement courses 3 and 4. Summer.

106. Economics. A thorough study of the principles of value and distribution, with some application of principles to practical problems as labor organizations, the tariff, monopolies and socialism. Summer.

107. Recent History of United States. A consideration of a few of the most vital social, economic, political and military problems which have confronted our nation since 1898. Summer.

DEPARTMENT OF SCIENCE.

High School Courses.

Science I. Geography. A general study of the earth's surface. A survey is made of the races of mankind in different regions of the earth and an examination of the causes which determine their occupation, social life and general advancement. Every term.

Science II. Physiology. A careful study of the elementary physiology sufficient to fit the student to teach it. Laboratory work, including simple and easy experiments. Special attention to hygiene as a basis to correct living. Every term.

Science II. Agriculture. a. A study of the methods of plant propagation, plant improvement, plant foods and how the plant gets its food, soils, soil fertility, fertilizers and soil management. Exercises from the fields of chemistry, physics and biology when needed to make clear the work in agriculture. Laboratory and field work. Fall, winter and summer. Given as a double course last half of spring term.

Science II. Agriculture. b. A study of plant diseases, insects, grains, forage crops, orchard crops, garden crops. Two double periods of laboratory and field work each week. Fall, spring and summer.

Science II. Agriculture. c. Subjects: Harvesting and storage of feeds; silos and silage; feeding of farm animals; types, breeds of horses, cattle, sheep and swine; the dairy and dairy products; poultry;

business aspects of farming. Two double periods of laboratory and field work each week. Winter, spring and summer.

Science III. Physical Geography. a. A study of the earth as a planet, the nature of the earth's crust, rivers and river valleys, land forms, glaciers and the ocean, including shore lines. This course includes laboratory experiments, contour map studies and exercises of charting, construction of profiles and the making of diagrams. Topography is studied by field trips, lantern views and models. The influences of physiographic environment upon races is emphasized. Fall, spring and summer.

Science III. Physical Geography. b. A study of the atmosphere, physiographic areas, fauna, flora and man in his relation to Nature. The local weather bureau supplements the laboratory work in the study of winds and storms, weather and climate. Assigned readings, special reports and note books required. Winter and summer.

Science III. Rural and School Hygiene and Sanitation. A study of health conditions in rural homes, rural schools and farm environments. Every term.

Science IV. Physics. a. This course includes a study of mechanics of solids and mechanics of fluids and molecular physics. Fall, spring and summer.

Science IV. Physics. b. Subjects: Magnetism, electricity, light and sound. Laboratory work accompanies the work. By special permission course **b** may be taken before **a.** Text book: Milliken and Gale. Laboratory Manual by the same authors. Winter and summer.

College Courses.

1. **Botany. a.** Will include mainly a study of the Spermatophytes or seed plants, their structure and physiology, plant ecology and economic botany. Also laboratory and studies, seeds, roots, stems, buds, leaves, flowers and fruit, and experiments to illustrate many of the main principles of plant physiology. Fall and spring.

2. **Botany. b.** This course will include a study of the Cryptogams. Laboratory studies of one or more types of each class will be made and also a study of the principles of plant morphology, development and classification. Winter and summer.

3. **Zoölogy. a.** This course will include the study of the subject from Protozoa to Insecta. The classes and phyla are first developed by a careful laboratory study of an important type of each, and this is followed by general study of representative forms. Fall and spring.

4. **Zoölogy. b.** This will involve a study of Insects and Vertebrates. A careful laboratory study is made of important types of each class, as also a general discussion of representative forms. In both courses a study of the living animal is made as to its habits, habitat, environments and economic importance. Winter and summer.

5. **Chemistry. a.** A study of chemical laws and theory, typical elements and their compounds and the non-metals. Fall and spring.

6. **Chemistry.** b. Carbon and its compounds. Study of the metals from the standpoint of the periodic classification. Uses of the metals and their compounds. Winter and summer.

7. **Household Chemistry.** Required of all who complete home economics course. A review of chemical laws and compounds. Chemistry as applied to household economy; foods, water, soaps, dyes, etc. Spring.

8. **Health and Sanitation.** A study of personal, domestic and general hygiene; modern conveniences of home and school; school inspection and its importance; retardation and its causes; preventive medicine, including how to recognize and prevent the spread of contagious diseases; disinfection and disinfectants; what to do in emergencies; physical defects and how to detect them. Winter, spring and summer.

9. **Commercial Geography.** A study of raw material, food supply and manufactured products. The geographic control of industry and trade routes. The commercial development of each nation is considered. Natural resources and their conservation is emphasized. Prerequisite: High school physical geography recommended. Every term.

10. **Grains.** Corn, oats, wheat, rye and barley. Origin, history, and classification will be studied in so far as present day improvement by selection and breeding is dependent on those. The course will feature cereal improvement by selection and breeding, cereal adaptation, cultivation, harvesting, crop rotation, pests and the place of the grains in commerce. Laboratory work will include a study of types, varieties and adaptation for this section. Grain judging and scoring will be emphasized. Fall.

11. **Gardening.** The major part of the time of this course will be devoted to the study of the principles and practice of vegetable gardening. Some attention will be given to landscape and school gardening. In addition to the laboratory work in the school vegetable garden and the greenhouse, students in this course will be required to assist in the direction of the work on the fifty-one school garden plots which will be worked by the elementary classes, and to help with the landscape gardening on the campus. Spring.

12. **Animal Husbandry.** The history and the development of the different types and breeds of farm animals are taken up. A careful study is made of their breeding and improvement. The feeding of farm animals, together with other factors in their care and management, will be emphasized. Four hours a week will be devoted to practice in live stock judging. Winter.

13. **Soils.** Soil formation, physical properties of the soil, organic constituents of the soil, soil water and its control, plant food elements of the soil, manures and fertilizers, soil amendments, organism of the soil and soil management are some of the topics discussed in this course. Summer.

GARDENING.
MAY DAY PROCESSION.

14. Special Course for Rural School Teachers. Farm and Home Shop Work. This course consists of five double periods a week devoted to the making of handy and useful farm, farm home and rural school devices of wood, metal, leather, concrete, etc. It includes also the care, repair and adjustment of agricultural machinery and household equipment. Spring.

15. Special Course for Rural School Teachers. Animals of the Farm. This course will bring together and organize the elements of the subjects of animal husbandry, dairying, poultry husbandry and the economic insects for a very concrete presentation in rural schools. Courses 14 and 15 are calculated to prepare for the special project work now being undertaken in the teaching of agriculture and "Vitalized Country Life" in rural schools. All students who took course 14 during the spring or summer terms of 1918, and any others who expect to teach this special project work during the year 1919-20, should arrange to take course 15. Spring and summer.

101. Forage Crops. This course includes a study of the origin, history and classification of the chief forage plants—pasture plants, grasses, clovers, alfalfa, soy beans, etc. Attention will be directed to the preparation of the seed bed, seeding, cultivation and harvesting of forage crops. Cropping systems and the place of these plants in crop rotations will be emphasized. Laboratory work will deal with identification of seeds and their adulterants, type and variety studies of the better known plants and the eradication of weeds. Spring.

102. Orcharding. A thorough study of the business of orcharding. The location, planting, fertilizing, pruning, tillage, spraying, harvesting and marketing are taken up. Laboratory work will include practical work on the school orchard and observation of the work in other large orchards in this section of the state. Summer.

103. Dairying. A study of the cow, her care and feed. The principles and practice involved in the production of clean and sanitary milk. A maximum amount of laboratory work will be required in this course, including the standard tests of milk, cream, butter, ice cream, etc., and a few exercises in churning and making cheese. Each student will be required to keep complete records of the performance of two cows throughout the term. Summer.

104. Poultry Husbandry. A comprehensive study of the care, feeding and housing of poultry; hatching, brooding and feeding of chicks, poultry diseases. The school has 11 incubators and 6 brooders. Two hours a week of laboratory and a project of hatching and brooding the chicks from 50 eggs will constitute the laboratory and practice work of this course. Spring.

105. Farm Management. The factors of farm organization which have to do with making the farm pay maximum profits are studied in detail. Special emphasis is given to such topics as capital, labor, equipment, the choice of a farm, systems of cropping, records and accounts, etc. Laboratory problems are assigned from the manual and each student is required to work out one statistical survey which is written in a formal way and filed in the library.

106. The Teaching of Agriculture in the High School. This course will include the following topics: History of agricultural education, objects and present status of agricultural education, functions of the various agencies promoting agricultural education, laws relating to agricultural education, courses, sequence of courses and sequence of subject matter, text books and the library, laboratory and field equipment necessary and desirable; effective methods of teaching agriculture; when and how to use an individual experiment, a demonstration, a verification exercise, a practicum, a project; the agriculture teacher, his relation to the community. Considerable time will be given to the subject-matter of high school agriculture. Students will be required to organize the work for teaching. Observations and criticisms of the laboratory work in the secondary courses will be required. Summer.

107. Physiography. a. A study of the Solar system as to parts, origin and relations. Earth movements, seasons, latitudes and longitude, time, tides, etc., are considered. A geological treatment of the earth's crust, including examination of rocks and minerals, mountain formation, vulcanism, steam erosion and glaciation. Field excursions, contour map studies and laboratory exercises required. Spring and summer.

108. Physiography. b. Includes: 1. The ocean with relation to man—tides, currents, etc. 2. The properties of the earth's atmosphere. A study of weather and climate as to controlling factors and influences. 3. The geographic distribution of plants and animals. Summer.

109. Physics. a. Recitation and laboratory work in mechanics and properties of matter. Fall and summer.

110. Physics. b. Magnetism and electricity. Winter and summer.

111. Physics. c. Heat, sound and light. Spring.

These courses cover the ground of college physics and are intended for those expecting to teach the subject. Text books: Ames' Principles of Physics and Laboratory Manual by Ames and Bliss. Prerequisites: Elementary physics and geometry.

FOREIGN LANGUAGES.

High School Courses in Latin.

Latin II. a. First year Latin. Fall, spring and summer.

Latin II. b. First year Latin. Winter and summer.

Latin II. c. Easy selections in Latin. Spring.

Latin III. a. Cæsar. War with Belgians and campaign against the Helvetians. Fall, spring and summer.

Latin III. b. Selections from Cæsar, Books III to VI. Winter and summer.

Latin III. c. Cæsar, Books VI and VII. Easy selections from poets. Spring.

Latin IV. a. Cicero's Orations. Fall.

Latin IV. b. Cicero's Orations. Winter

Latin IV. c. Ovid. Spring.

College Courses in Latin.

1. **Beginners' Latin. a.** Fall.
2. **Beginners' Latin. b.** Winter.
3. **Beginners' Latin. c.** Spring.
4. **Cæsar.** Summer.
5. **Word Study.** Fall and spring.
6. **Mythology.** Winter and summer.
7. **Vergil's Æneid.** Books I, II and III. Fall and summer.
8. **Vergil's Æneid.** Books 1V, V, and VI. Winter
9. **Cicero's De Amicitia and De Senectute.** Spring.
10. **Cicero's Orations.** Summer.

101. **Roman Historical Literature. a.** Selections from Livy, Sallust and Cicero. Abbott's "Roman Political Institutions" will be used in connection with the course. Fall.

102. **Roman Historical Literature. b.** Winter.

103. **Private Life of the Romans.** Selections from Cicero's Letters. Spring.

104. **Roman Poets.** Selections from the most noted Latin poets. History of Latin literature. Summer.

105. **Methods in Cæsar.** Fall.

106. **Methods in Cicero.** Winter.

107. **Methods in Vergil.** Spring.

108. **Methods in High School Latin.** About equal attention is given to method and subject-matter. The library facilities are especially good. Special stress is given to the methods of First Year Latin and Cæsar. Summer.

High School Courses in French.

French III. a. First Year French. Fall.

French III. b. First Year French continued. Winter.

French III. c. First Year French completed. Easy reading begun. Spring.

French IV. a. Second Year French. Fall.

French IV. b. Second Year French continued. Winter.

French IV. c. Second Year French completed. Spring.

College Courses In French.

1. **Beginners' French. a.** Elements of grammar. Special attention to pronunciation based upon practical phonetics. Oral drill. Fall, spring, summer.

2. **Beginners' French.** b. Continuation of a. Winter and summer.

3. **Beginners' French.** c. Continuation of b. Easy reading. Fall.

4. **Second Year French.** a. Short classics. Careful review of grammar, composition, written and oral. Fall and summer.

5. **Second Year Franch.** b. Continuation of a. Winter.

6. **Second Year French.** c. French classics. Outside reading in French. Spring.

College Courses in Spanish.

1. **Beginners' Spanish.** a. Grammar exercises, abundance of oral drill. Fall and summer.

2. **Beginners' Spanish.** b. Continuation of a. Grammar completed. Winter and summer.

3. **Beginners' Spanish.** c. Easy reading begun. Composition continued. Spring.

4. **Second Year Spanish.** a. Easy classics. Thorough grammar review. Fall and summer.

5. **Second Year Spanish.** b. More difficult classics. Composition oral and written. Winter.

6. **Second Year Spanish.** c. Reading based upon South America. Study of South American conditions. Spring.

COMMERCIAL DEPARTMENT.

1. **Writing.** a. Correct position of the body, pen holding, movement, material, and actual practice will be required. Emphasis on what to teach in the different grades and how in each. Every term.

2. **Writing.** b. Actual practice with special attention to letter forms. Outside work required. Emphasis on upper grade writing in public schools. Every term.

Plain legible writing will be taught as represented by Spencer, Ransomerian, or the Palmer system. Blackboard and printed copies will be used.

3. **Bookkeeping and Accountancy.** The school will offer two units in bookkeeping taught by the laboratory method. As the work is individual, the student can enter at any time and begin the work where he has left off. The school will offer twelve and a half semester hours credit to those of college rank who have had no high school credit.

4. **Shorthand and Typewriting.** At least two classes will be organized in the fall term. One for beginners and one for advanced students who will take dictation. The Gregg system of shorthand will be used.

Enough typewriters will be supplied to give all the daily practice needed. The Underwood and Remington machines will be used.

DIVISION OF PUBLIC SPEAKING.

High School Courses.

1. **Reading. a.** Reading of simple prose, exercises in breath control and articulation. Half term credit. Every term.

2. **Reading. b.** Character interpretation in narrative and drama. Half term credit. Every term.

College Courses.

1. **Expression. a.** Stories and poems used in the grades. Voice training. Half term credit. Every term.

2. **Expression. b.** Stories and poems used in the grades. Voice training. Half term credit. Every term.

3. **Public Speaking.** The short address. The oration. One term credit. Winter.

DIVISION OF HOME ECONOMICS.

High School Courses.

Domestic Science III. a. Consideration of sanitation of the kitchen, study of utensils, stoves and fuels. Study and preparation of beverages, fruits, vegetables, cereals, milk and egg recipes. Fall and spring.

Domestic Science III. b. A continuation of **IIIa.** Study and preparation of meats, fish, cheese and gelatin dishes. Study of leavening agents, including baking powder, soda, air and yeast in dough and batter mixtures. Winter and summer.

Domestic Art IV. a. The principles of plain hand sewing are given in this course, including various kinds of seams, patching, darning, basting and hemming. Special consideration is given to correct position while sewing, neatness and accuracy in work, making of small, useful articles. Fall and spring.

Domestic Art IV. b. A continuation of High School Domestic Art I with the study of button hole making, crocheting, embroidering and knitting. The application of these principles in the making of useful articles, such as bags, aprons, towels, etc. Winter and summer.

College Courses.

1. **Domestic Science 1.** Study of sanitation, utensils, stoves and fuels. Composition and uses of foods to the body. Preparation of simple recipes, including beverages, fruits, vegetables, cereals, milk and egg recipes, meats, cheese, fish, gelatin, dough and batter mixtures. Fall, spring and summer.

2. **Domestic Science 2.** A continuation of Domestic Science I, including canning and preserving. Laboratory: Different methods of canning fruits and vegetables, as the kettle process, the three-day heat-

ing process, and others. Jelly, preserve and marmalade making. The use of canned and dried fruits, vegetables and meats in the dietary. Lecture: This course consists of a study of bacteria yeasts and molds as applied to the preservation of food products. Sterilization studied in its various phases. Study of the place of the preserved product in the dietary. Winter and summer.

3. Domestic Science 3. Dietetics. Laboratory: Preparation of the more elaborate dishes, such as salads, desserts, meat, fruit, and vegetable preparations. Utilization of left-overs. Planning, purchasing and serving meals. Infant feeding. School and picnic lunches. Serving of meals. Lecture: A study of foods with especial reference to dietetic value. How to combine food materials in a hygienic and economical manner. Dietetic requirements for various ages, occupations, seasons, etc. Balancing rations. Comparative cost of food materials. Various dietary standards. Winter and summer.

4. Domestic Science 4. Cookery for the Sick and Convalescent. Laboratory: Preparation of the more common invalid foods, such as nutritious drinks, gruels, toasts, cookery of eggs and milk for the sick. Actual practice in the preparation of trays for typical diseases, such as typhoid fever, tuberculosis, Bright's disease, diabetes, biliousness and dyspepsia.

Feeding the Sick: One-half term. Consideration of various foods suitable for the sick and convalescent. Suggestions for the preparation of trays. A study of the common diseases and their dietetic treatment.

Home Nursing: One-half term. Sick room problems. Principles of contagion and disinfection. Accidents and emergencies. Demonstrations in bandaging, bed-making and other operations necessary in the sick room. Fall and spring.

5. Methods in Home Economics. A study of the methods of presenting home economics to girls of various ages. Materials suitable for reference work. How to make the patrons interested in home economics work in school. School exhibits. Judging products at fairs and other gatherings. Planning and equipment of laboratories as regards cost and convenience. Winter.

6. Domestic Art 1. A study of the principles of plain hand-sewing, including various kinds of seams, patching, darning, hemming, button holing, crocheting, embroidering and knitting. The practical application of these principles in the making of useful articles as bags, aprons, towels, handkerchiefs and baby clothes. Fall, spring and summer.

7. Domestic Art 2. Drafting of patterns for under-garments, including corset covers, drawers, petticoat and nightgown. The under-garments are made from these drafted patterns, thus giving the student a general idea of the main points of a pattern. Demonstrations are given in the manipulation and care of sewing machines. Finishing and trimming of under-garments. Study of the various materials suitable for under-clothing, such as muslin, cambric, nainsook, and tailored waist. Winter and summer.

8. Domestic Art 3. A kimono, bungalow apron, shirt waist, skirt and other simple garments are made in this course. Commercial and drafted patterns are used. Study of styles and materials. Winter.

9. Domestic Art 4. Making wash dress. Study of cotton materials and linens. Alteration of commercial patterns. Special attention given to fitting and finishing. Three dresses are made in this course. Summer.

10. Domestic Art 5. Advanced dressmaking. A silk and a woolen dress are made in this course. Study of colors and styles as suitable for individuals. Study of woolen and silk textiles. Fall.

11. Domestic Art 6. Millinery and advanced textile study. The student is made familiar with the materials used in hat making. How hat frames are made and covered. Use and abuse of color in millinery. Suitable trimmings. Styles of hats required by different individuals. The textile work consists of a study of the source, manufacture and use of cotton materials, linens, silk and woolen goods. Tests for adulterants. Prices and various uses are compared. Household linens are given special attention. Spring.

12. Red Cross Sewing. This class in sewing will be offered as long as there is demand for such a course. It will include a study of the origin, organization, and achievements of the American Red Cross, study of the Junior Red Cross and its educational possibilities. Such garments are made as are most in demand at the time, whether it be for hospital supplies or refugee work. The articles are selected so as to involve as many principles of sewing as possible. This course is open to all students; as high school work it takes the place of Domestic Art IV a or b and with college students it is substituted for Domestic Art 2 or 3, but not for I.

DIVISION OF ARTS.

Fine Arts.

Art I. Crayola. Beginners' course, especially designed for primary grades. Methods of presentation given. Given every term. Media used: Crayola, chalk. Study of plant life for color, form and a basis for design. Tree study, elements of landscape, elementary perspective, pictorial composition, illustration of Mother Goose, fairy stories, nature study, etc. Still life, adapted to beginners, blackboard drawing, principles of design, elementary lettering, elementary poster work.

Art II. Elementary water color course designed for public school below high school. Given every term. Methods of presentation and pedagogy of art given. Media used: Water color, tempera, pencil, pen and ink.

Review and more intensive study of subjects given in Art I, expressed in water color, direct handling, including study of still life, plant

forms, landscape and design, with conventionalization of each. Study of Roman letters. Poster work.

Art III. Advanced water color. High school problems. Given every term. Media used: Water color, tempera, pencil, pen and ink, charcoal. Still life group work in charcoal in direct handling, water color, pencil, and pen and ink. Plant forms and landscape in all media. Conventionalization of these.

Advanced design. Figure posing. Study of Old English letters.

Art IV. Advanced water color. Given every term on request, if class is large enough to warrant. All media.

Advanced design. Commercial, textile and household.

Interior decoration and house planning.

Costume design.

Oil—Plant-forms. Still life. Landscape, outdoor sketching. Summer term only.

Special Methods in Art. Approved art work a prerequisite. Observation, reading and lesson planning to constitute one half credit in this course; art teaching the other half. One term credit. Fall, winter and spring.

Lecture course in history and appreciation of art. All courses. Notes and one term paper required in all courses except Art I.

Manual and Applied Arts.

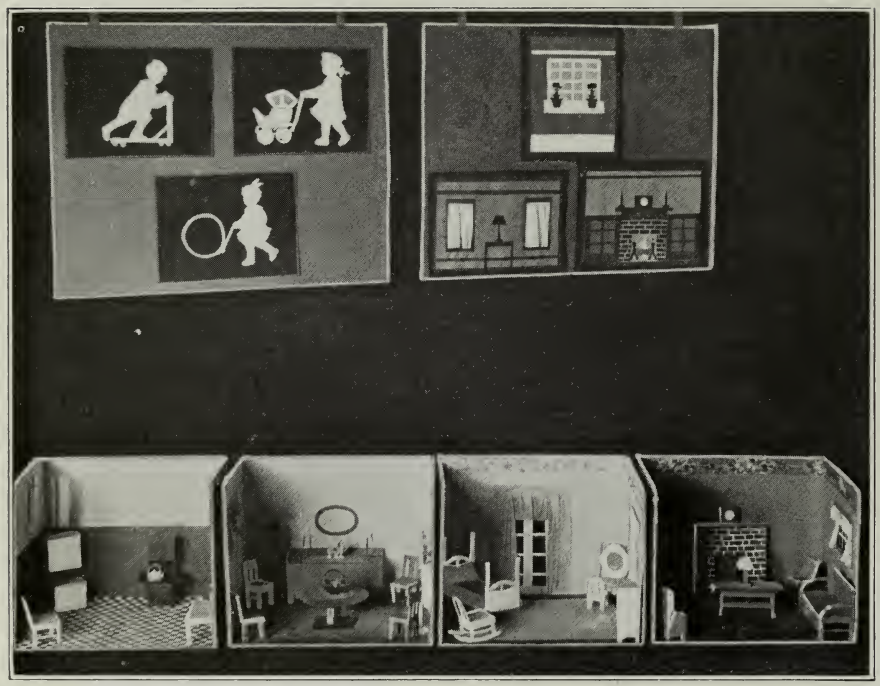
1. **Primary Handwork. a. Paper Cutting and Cardboard Construction.** This course deals with problems of the first three grades and includes exercises in freehand cutting, folding, constructing, decorating and weaving with paper. Intended to develop a practical method of relating the fundamental processes of home and industrial life to the dominant interests of the child through the exercise of the constructive instincts and organized play. Special emphasis is placed upon the correlation of handwork with all primary subject-matter. Fall, spring and summer.

2. **Primary Handwork. b. Clay Modeling and Sand Table Work.** Correlation of modeling with geography, history, nature study, language, and story telling. Attention given to illustrating these subjects on the sand table, and the working out in clay of simple objects in the round, in relief work and pottery. Winter and summer.

3. **Primary Handwork. c. Weaving, Textiles.** Weaving with yarn, carpet rags and raffia. This includes the construction and use of cardboard and wooden looms. Articles made are those useful in the home and school. Fall and spring.

4. **Grade Handwork. a.** This course deals with the problems of the grades from the fourth to the eighth. Continued attention is given the use of handwork as an illustrative factor where it can be used to advantage in teaching geography, arithmetic, history, literature, and the industries. Emphasis is given technique and the organization of such forms of handwork as may be used successfully in regular classroom

Crayola Poster Design.



Primary Handwork.

work. It includes more advanced work in paper and cardboard construction, book making, stencils, lettering and applied design. Fall, winter and summer.

5. **Grade Handwork. b. Basketry.** This course includes mats and baskets, made from raffia, rice straw or matting, reed and some of the native grasses and materials practical for the ordinary school room use. Indian and Japanese stitches, braiding and coiling. Winter and summer.

6. **Art Craft. a. Basketry—Advanced.** More emphasis given to technique and the application of design, sources of material and history of basketry. On demand.

7. **Art Craft. b. Leather Craft.** Processes of cutting, tooling and staining leather. Working out problems such as book or magazine covers, bags, card cases, desk sets and various projects suitable for leather. On demand.

8. **Art Craft. c. Metal Craft.** Process of hammering, annealing, etching, riveting and soldering. In jewelry, setting of stones and enameling, making of chains and coloring. On demand.

9. **Art Craft. China Painting.** Study and application of simple conventional designs to flat and rounding surfaces suitable for table use. Summer.

10. **Art Craft. China Painting.** Continuation of above. Emphasis on more difficult design and larger pieces. Summer.

Manual Training.

1. **Bench Work. a.** Elementary tool processes, as sawing, planing, boring, and finishing. Beginning working drawings, and the making of pieces involving end to end, dowel, miter, and simple joints are worked out. The outfitting of some one room in the house is begun.

2. **Bench Work. b. Cabinet Making.** Working drawings for furniture and the execution of the pattern carried out in wood. This course is a continuation of course **a,** dealing with greater complexities. Reports on various phases of woodwork, consult manual training magazine, and the books on woodwork in library.

3. **Bench Work. c. Cabinet Making and Shop Problems.** Study of hard and soft woods. Equipment of wood working shop for school purposes. Plans course of study for boys below high school. Cabinet making continued, or some special phase of woodwork taken up; as a course for agricultural students.

All bench courses are two-hour courses and count one term credit each.

DIVISION OF LIBRARIES.

Library Economy. Use of the catalog, general principles of classification, use of reference books, care and mending of books, source and cost of supplies, etc. Two hours per week, half credit. Required for graduation.

DIVISION OF PHYSICAL EDUCATION.

1. Physical Training I. Elementary. Marching, calisthenics, gymnastic dances, and games. One-fourth credit. Every term.

2. Physical Training II. Intermediate. Marching, calisthenics, folk dances, rhythmic dancing, dumbells, barbells, German horse and bounce board, and games. One-fourth credit. Every term.

3. Physical Training III. Advanced. Marching, calisthenics, Swedish gymnastics, folk dances, rhythmic dancing, Indian clubs, parallel bars, flying rings, travelling rings, elementary tumbling, games. One-half credit. Every term.

4. Physical Training IV. Specials. Tennis, fencing, advanced rhythmic dancing, field hockey, cricket, boxing, wrestling, advanced apparatus work, and tumbling. One-half credit. Every term.

Only students who have completed the first two courses will be allowed to enroll in course IV.

5. Methods Playground for Women. Physiology, essentials of anatomy, public hygiene, school hygiene, and personal hygiene, first aid to the injured, Swedish gymnastics, folk dances, rhythmic dances, schoolyard games, and basketball. One term credit. Fall and summer.

6. Methods Athletic for Men. Physiology, essentials of anatomy, public hygiene, school hygiene, personal hygiene, first aid to the injured, military tactics, Swedish gymnastics, folk dances, schoolyard games, methods of coaching football, basketball, baseball, track and field athletics. One term credit. Winter and summer.

Physiology is a prerequisite to methods course.

These courses are offered to students who wish to prepare for coaching athletics or as teachers of physical training.

Aims. (1) To care for the health and bodily education of the students, giving special emphasis to the interdependence of body, mind, and soul; to develop character as well as muscle. (2) To train our students to coach athletics and supervise the playgrounds of rural and city schools.

Methods. During the year short lectures are given to the students on personal hygiene, first aid to the injured, and systematic physical training, schoolyard plays and games, methods of coaching football, basketball, baseball, track and field sports.

Physical Examination. A physical examination, including measurements, strength tests, and careful examination of the vital organs, is required of every student before entering a class and again at the close of the term if the student so desires. Advice is given each student at this time as to his proper exercise, diet, sleep, and general care of his body.

The drills are adapted to the physically average student, and are but the minimum of exercise. When, in the opinion of the director, a student is sufficiently ill or disabled to require absence from the exercise, he is excused.

The director will prescribe special work for students who are physically unable to take part in the regular class work in physical training, and will adjust the work to suit each individual.

Credit. One-fourth term credit is given for satisfactory work in physical training. Not to exceed one term credit will be given for physical training. Full credit is given in addition for satisfactory work in either of the methods courses.

Lockers. Each student enrolled will be assigned a separate locker in the locker room and will be held responsible for the care of same.

Baths. Only students in physical training and athletics will have free use of baths and other gymnasium privileges.

Uniforms. Each student is required to wear the regulation uniform in all class work, and must keep same in perfect condition.

Uniforms for Men. Maroon jersey with NORMAL letters across the breast. Navy blue pants with two one-quarter-inch stripes down the sides. White canvas shoes with white rubber soles.

Uniforms for Women. White middy blouse. Blue serge bloomers. White canvas shoes with white rubber soles.

CONSERVATORY OF MUSIC.

Public School Music.

Music I. This course is devoted to the study and demonstration of material for the rural school, for the kindergarten and first four years in the grades. Special attention is given to the selection, presentation, and interpretation of rote songs for the primary grades, the presentation of the different tonal and rhythmic problems as they are taken up in successive years, the study of clefs, construction of major scales, minor scales, notation of chromatic scale with each key-signature, voice work, sight singing, ear training and dictation, the selection and use of material for the different grades.

Music II. This course is open to students who have completed Music I and is devoted to the subject-matter in the upper grades, from the fifth to the eighth inclusive. Song interpretation, voice culture, ear training and dictation, elements of harmony, melody writing, elements of form, the phrase, the period, binary and ternary structures, sight singing.

Music III. Song material for high schools, sight singing, elementary harmony.

Music IV. Methods for Grades. The work of each year from first to eighth is taken up in detail and the problems which confront the grade teacher and supervisor are carefully studied. Some of the topics for special consideration are lesson plans, a study of the child voice, the monotone, selection of songs. Prerequisite: Harmony I.

Music V. Methods for High School. A study of the high school chorus, glee clubs, classification of voices, bibliography of choral music suitable for high schools, conducting. Prerequisite: Harmony II.

Music VI. The Supervisor. Advanced work in the pedagogy of music and supervisor's problems. Prerequisite: Harmony III.

Harmony IV may be taken in conjunction with Music VI.

To complete the course in supervision students must complete the first four grades in piano and intermediate grade in voice.

Chorus. One period daily. It is not a period of recreation for uninstructive singing. It is a series of valuable lessons in the technical and interpretative elements of choral music. Such choral works as Gaul's Joan of Arc, and Hofman's Melusina will be studied and given in public. Open to all students having had practice in singing. Glee club for young men. Glee club for young women. One term credit for all work in this line.

Harmony and Musical Dictation I. Harmony three days, dictation two days per week. Review of major and minor scales, tetra-chords and key-signatures, technical names of scale tones (tonic, dominant, etc.), study of intervals, triads of major key-cadences. Dictation—rhythmic, melodic and harmonic.

Harmony and Musical Dictation II. Seventh chords. Chords used as substitutes and extensions. Minor key. Dictation continued.

Harmony and Musical Dictation III. Secondary seventh chords. Modulation. Unrelated tones. Dictation continued.

Harmony and Musical Dictation IV. Counterpoint and dictation continued.

Musical Appreciation and Musical History. Two terms.

Course in Piano.

First and Second Grade. Koehler, op. 190, op. 157 and 242; Gurlitt, op. 130; Lemoine, op. 37; Duvernoy, op. 120. Easy sonatinas by Clementi, Kuhlau and others. Easy pieces by Lange, Lichner, Sidus, Oesten.

Third Grade. Heller, op. 47 and 46; Loeschorn, op. 66; Czerny Octave Studies. Beethoven's Bagatelles. Schumann's Album for the Young. Easy sonatas by Haydn, Mozart. Pieces by Godard, Bohm, Durand, Friml, MacDowell.

Fourth Grade. Bach Two Part Inventions. Heller, op. 45. Low Octave Studies. Czerny, op. 299. Cramer Etudes. Sonatas, Haydn, Mozart, Beethoven. Pieces by Bendel, Moszkowski, Schubert, Chopin, Kroeger, Tschaikowsky, Grieg.

Fifth Grade. Selections from Bach's English and French Suites; Heller's Art of Phrasing, op. 16; Clementi's Gradus ad Parnassum; Moscheles, op. 70; Jensen, op. 32. Pieces—Schumann Novelettes, Rubinstein, Chopin, Raff.

Sixth Grade. Bach's Preludes and Fugues, selected; Henselt, op. 2; Kullak School of Octaves—Beethoven. Sonatas—Chopin, Liszt, Rachmaninoff.

Graduates must have four terms in harmony and two in musical history and appreciation.

Graduates will give entire programs. Student recitals are held twice each month. All students appearing are required to play from memory. Students may enter classes in sight reading, two or more pianos being used. Special course prepared for post-graduates. Price, eight lessons for $6.00.

Credits in piano as follows:

First and second grades, one term each.
Third and fourth grades, two terms each.
Fifth and sixth grades, three terms each.
Total, twelve terms, or 30 semester hours.

Voice Culture.

Preparatory Grade. Fundamental work in management of breath. Voice placement and tone production. William Shakespeare. Vocaleses —Behnke-Pearce, Vaccai, Lutgen, Concone. Musical history and biographies. Easy English songs.

Intermediate Grade. Vocaleses—Bonoldi, Concone, Panofka, Marchesi. Advanced songs in English. Study of classical musical literature and songs in Italian and German. Sight reading and choral work. Song recitals.

Graduating Grade. Advanced studies by Marchesi, Concone, Panofka, Lamperti, etc. Advanced songs in English, Italian, and German. History of opera and oratorio. Songs from standard operas and oratorios.

To complete this course students must have three terms German, elementary harmony and piano to fifth grade.

In voice, credits are given as follows:

Preparatory grade, two terms.
Intermediate grade, four terms.
Graduating grade, six terms.
Total, twelve terms, or 30 semester hours.

Band and Orchestra.

Individual lessons are given on any instrument used in either band or orchestra. The conditions are same as those in piano. Opportunity is given for much practice and the instruction is thorough.

All who join either band or orchestra get two free practices each week.

The Conservatory of Music.

Recitals are given. The aim is to train the student for a life work, and to develop knowledge and skill.

The length of time it takes to complete a musical course depends upon the amount of time given to it daily. The expenses are at the rate of $6.00 for eight private lessons. The one who gives half time to music will spend for music lessons from $50.00 to $60.00 annually.

The courses of study provide for thorough technique, artistic interpretation and a full musical education. Normal students may elect

music as a major, either voice, piano or violin or other orchestral instrument. In doing this they receive one lesson per week free on following conditions:

Requirements for Free Individual Lessons.

1. Major in music in which free lessons are taken with the intention of teaching that music and agreeing to complete all grades in that special kind of music.

2. Must have equivalent of two grades in instrument and the preparatory grade in voice before getting free lessons.

3. Enrollment in the school for three successive terms at one time when first lessons are taken.

4. Carry at least two academic or pedagogic subjects requiring preparation, one of which must be English or other language, and maintain a grade of M or more in all subjects studied. Specials and half term subjects will not be counted. Other music will not count.

5. Enrollment continuously in a public school music class.

6. Must have completed the equivalent of a two years' high school course. Show credentials giving twenty-four credits in the usual high school subjects.

7. Regular and prompt attendance and participation in rehearsals and performances whenever called, announced or set by program.

8. Take part in any music program given under the auspices of the school when so instructed by the teachers who give the lessons.

9. Practice daily the length of time designated by the teacher.

Failure to comply with any of these regulations or to make proper record forfeits all rights to individual lessons. In case of such forfeiture or withdrawal from school before completing the course all lessons that have been given must be paid for at seventy-five cents per lesson.

THE TRAINING SCHOOLS.

The training school consists of ten grades and is organized into three sections, as follows:

1. Greenwood school consists of grades one to six inclusive, of 20 children each with three supervisors.

2. The Junior High school section consists of grades seven to ten inclusive, consisting of about 120 students with three supervisors. The work is arranged on the departmental plan.

3. Sunshine school, District 88 of Greene county, is the rural training school. It consists of eight grades under the supervision of one training teacher and the department of rural education.

The purposes of the rural training school are: (1) To train teachers to work in rural demonstration schools to be established by the Normal School. (2) To train teachers for work in the rural schools of the state.

SUNSHINE SCHOOL.
GREENWOOD SCHOOL.

ERAR
LIBRARY

Four students may receive such training during each term. The students spend the entire time in this school.

These schools are laboratories in which principles of method and the various theories of education are demonstrated and worked out. Work in the training school is as essential to the student who is preparing to teach as work in the hospital is to the prospective doctor. Each serves the double purpose of a model school and a training school. Much of the teaching is done by trained supervisors for the purpose of giving concrete demonstration of educational principles in the presence of students who are preparing to teach. Observation classes are organized, too, for the purpose of studying the best methods as presented in the training schools.

They are also practice schools in which student teachers work out and apply the principles of method and general educational theory. The aim is to impress upon the minds of the student teachers their own personal responsibility for the progress of the children in their various studies, for the discipline of the class as a whole, and of individual children in particular.

While the principles of teaching are essentially the same under all conditions and at all times, nevertheless the problems of organization and management are not the same, and one of the chief problems is to develop in the student teachers the ability to adapt themselves to different conditions and to meet the many problems of organization, management and discipline as they may find them when they go into actual practice.

In making up their estimate of the personal, scholastic and professional qualifications of student teachers, the opinions of the supervisors, the heads of departments, and the director are all considered, each being given due weight so that a fair and reasonably accurate opinion may be formed in regard to the possibilities of each and every student.

The State Course of Study forms the basis of the work. It is expected, however, that the heads of the departments will make such suggestions as may seem advisable in regard to the content, order and general arrangement of the subject-matter in their several branches. Special attention is given to the problem of modifying and adapting the course of study to the needs of the children in the several schools. Student teachers are taught to look upon the course of study as a servant and not as a master, and hence it can be used as an outline or general guide while at the same time being modified to meet local needs as indicated above. To make these changes is one of the first problems that should be set before the student teachers.

GRADUATES, 1918

CANDIDATES FOR B. S. IN EDUCATION, 120 HOURS.

Andrew, P. E. ..... Ash Grove, Mo.
Becker, Gertrude ..... Joplin, Mo.
Carl, Flora ..... Marionville, Mo.
Carmichael, Perry ..... Webb City, Mo.
Clopton, W. T. ..... Anderson, Mo.
Edmondson, Frances M. ..... Liberty, Mo.
Greer, Marion ..... Army
Hickman, Lettie ..... Slater, Mo.
Jadwin, W. E. ..... Cabool, Mo.
Knight, E. J. ..... Girard, Kan.
Landingham, Ernest ..... Carnegie, Okla.
McCombs, C. A. ..... Bristow, Okla.
O'Neal, Mildred ..... Springfield, Mo.
Sechler, Earl ..... Springfield, Mo.
Spriggs, Irma ..... Ada, Okla.
Welch, Ira H. R. ..... Willow Springs, Mo.
White, Raymond ..... Waynesville, Mo.
Wilson, Katherine ..... Appleton City, Mo.
Zook, D. E. ..... Navy

CANDIDATES FOR DIPLOMA FOR HIGH SCHOOL TEACHING, 90 HOURS.

Barnard, Chester ..... Navy
Barnard, Lester ..... Navy
Boyd, Janet ..... Springfield, Mo.
Brown, Helen M. ..... Joplin, Mo.
Bryan, Ruth ..... Springfield, Mo.
Casselman, Besse ..... Rolla, Mo.
Coon, F. C. ..... Blackwell, Okla.
Cowden, Lenore ..... Ava, Mo.
Deppe, H. J. ..... Hermann, Mo.
England, N. R. ..... Farber, Mo.
Evans, Roy C. ..... Marshfield, Mo.
Hailey, Bernice Landers ..... Osceola, Mo.
Hopkins, Mrs. G. W. ..... Springfield, Mo.
Jenner, Sallie ..... Urbana, Mo.
Jones, Zella F. ..... Marshfield, Mo.
Kindley, Mrs. Mabel H. ..... Springfield, Mo.
Lenox, Jennie ..... Rolla, Mo.
Martin, H. H. ..... Licking, Mo.
Muri, Katherine ..... Springfield, Mo.
Ruberson, Ethel ..... Springfield, Mo.
Sanders, Maude ..... Clever, Mo.
Sanford, May ..... Carthage, Mo.
Tetrick, James W. ..... Houston, Mo.
Watson, Ed. ..... Everton, Mo.
Wise, H. A. ..... Joplin, Mo.
Zook, Mrs. Maggie ..... Springfield, Mo.

CANDIDATES FOR DIPLOMA FOR ELEMENTARY TEACHING, 60 HOURS

Adams, Velma ..... Lebanon, Mo.
Allen, Madge ..... Thayer, Mo.
Barnes, Geneva ..... Springfield, Mo.
Baumann, Maybelle ..... Osceola, Mo.
Birch, C. C. ..... Billings, Mo.
Branson, Sallie ..... Skiatook, Okla.
Brenton, S. C. ..... Army
Brown, Eurela ..... Springfield, Mo.
Buford, Jewell ..... Joplin, Mo.
Burke, O. E. ..... Strafford, Mo.
Butterfield, Jessie ..... Lebanon, Mo.
Carnahan, Edna ..... Kirkwood, Mo.
Case, Hazel ..... Campbell, Mo.
Corum, Bessie ..... Springfield, Mo.
Coward, Mrs. L. H. ..... Seymour, Mo.
Dagley, Lydia ..... Joplin, Mo.
Daniel, Adah M. ..... Webb City, Mo.
Daugherty, Mary ..... Rogersville, Mo.
Davis, Margaret ..... Cabool, Mo.
Davison, Leota ..... Joplin, Mo.
Detherage, Henry ..... Navy
Dixon, Mildred ..... Poplar Bluff, Mo.
Donohue, Mae ..... Pomona, Mo.
Emerson, Mary ..... Springfield, Mo.
Eppard, Lois ..... Anderson, Mo.
Evans, Bertha Jane ..... Kennett, Mo.
Fort, Ruby ..... Linn Creek, Mo.
Gaither, Edna ..... Joplin, Mo.
Ghan, Edith ..... Republic, Mo.
Gibson, Mrs. Olive N. ..... Webb City, Mo.
Gideon, Mary L. ..... Springfield, Mo.
Gilmer, Alta ..... Webb City, Mo.
Goodnight, Belle ..... Broken Arrow, Okla.
Goss, Joyce ..... Everton, Mo.
Hargiss, Mildred ..... Weaubleau, Mo.
Harris, Lola ..... Conway, Mo.
Harris, Mary ..... Newburg, Mo.
Harrison, Alice ..... Farber, Mo.

Haverly, Pansy	Carterville, Mo.
Hazlett, Inez	Buffalo, Mo.
Hight, Reitha	Marionville, Mo.
Hunt, Hazel	Mt. Vernon, Mo.
Hylton, Mrs. J. A	Thayer, Mo.
Ireson, Virginia	Stockton, Mo.
Jadwin, Mrs. W. E	Cabool, Mo.
James, Myrtle,	Birch Tree, Mo.
Jenner, Fannie	Springfield, Mo.
Jobson, Alice	Joplin, Mo.
Johnson, Hesper	Joplin, Mo.
Lair, Ramona	Okmulgee, Okla.
Legate, Eva	Marionville, Mo.
Leith, Amy	Bolivar, Mo.
Linton, Ida M	Joplin, Mo.
Lydard, Vera	Joplin, Mo.
Lyles, Edna	Houston, Mo.
McBride, Berenice	Campbell, Mo.
McDonald, D. R	Granby, Mo.
McGlothlin, Fred	Purdy, Mo.
McKinley, J. A	Fair Play, Mo.
McManis, Beulah	Milo, Mo.
Marshall, Freda	Springfield, Mo.
Matthews, D. E	Seneca, Mo.
Meredith, Harriet	Joplin, Mo.
Meyer, Lucille	Springfield, Mo.
Morris, Jean	Sarcoxie, Mo.
Murphy, Archie	Bonne Terre, Mo.
Noll, Kate	Bethany, Mo.
Oldham, Alberta	Independence, Mo.
Parker, Ermentrude	Springfield, Mo.
Ramsay, Lillian	Okmulgee, Okla.
Riley, W. H., Sr.	Arcola, Mo.
Shannon, Lela	Neosho, Mo.
Shelton, Byrd	Joplin, Mo.
Smith, Mrs. Mabel	Rolla, Mo.
Stites, Nelle	Ava, Mo.
Templeton, Marie	Bolivar, Mo.
Teter, Ruby	Carthage, Mo.
Theurer, Ruby	Joplin, Mo.
Thomson, Laura	Appleton City, Mo.
Thornhill, Lydia	Bowers Mill, Mo.
Thurmond, Forestine	Springfield, Mo.
Tiffany, Edna	Springfield, Mo.
Tillou, Aliene	Springfield, Mo.
Wade, Ada	Crane, Mo.
Walker, Ed.	Fair Play, Mo.
Watson, Beulah	Grove, Okla.
Weidman, Ruby	Lamar, Mo.
Williamson, Mrs. Hattie	Poplar Bluff, Mo.
Wood, Hazel	Carterville, Mo.
Wright, Alma	Marshfield, Mo.
Wright, Nora	Buffalo, Mo.

CANDIDATES FOR GRADUATION IN MUSIC.

Cowdry, Clyde	Springfield, Mo.
Gustafson, Doris	Springfield, Mo.
Kirby, Ruth	Dadeville, Mo.
Walton, Ora	Springfield, Mo.

APPLICANTS FOR THE REGENTS CERTIFICATE.

1918.

Anderson, Celia
Bagby, Ella
Bircher, Mary
Bounous, Jeanne
Boze, Lucille
Bradbury, A. S.
Breeden, Gladys
Brown, Margaret
Budd, Grace
Burnett, Laura
Burney, Myrtle
Byers, Esco
Carney, Dora
Case, Ethel
Chadwick, Grace
Chappell, Pearl
Cobb, Auda
Cowan, Clara
Cozby, Anna
Crandall, Cora R.
Cummins, Pauline
Currin, Zelma
Decatur, Lura
Douthitt, Ina
Dreyfus, Hazel
Duckworth, Mae
Duncan, Delle
Edmondson, Ernest M.
Elliff, Rowan
Ellis, Veril
Ezzell, Cecelia
Finney, Fern
Foster, Hariette
Fox, Mrs. Hattie Le Compte
Fulton, Mazy
Gammon, Mildred
Garinger, Stella
Ghan, Edith
Ginn, Flora
Goode, Alma
Green, Georgia
Hamilton, Laura
Harrison, Ruth
Harpe, Mabel
Haseltine, May
Hastin, Mrs. Ethel
Hayes, Gladys
Hayzlett, Myrtle
Hendon, Bessie
Hendrex, Louise
Highfill, Brilla
Hight, Reitha
Hughes, Bertha
Hurst, Jewell
Jennings, Lyda
Johnson, Zena
Jones, Ione
Jones, Aileen
Jones, Lela
Justis, Esther
Kelley, Ann
Kennedy, Jessie
King, Opal
Kleeman, Huldah
Lash, Mrs. Joe
Lewis, Hazel Aline
Locke, Leta
Liggett, Helen E.
McKenzie, Letha
McLemore, Flora
Madry, Irene
Mehl, Gladys
Miller, Mrs. Olga A.
Mingus, Verna
Mitchell, Helen
Moody, Bertha
Morris, Lucile
Neaves, Leona
Nerud, Rose
Nesbitt, Melanie
Newton, Ruth Catherine
Nipps, Mrs. Alice D.
Northern, Eva
Palmer, Hanson L.
Pentzer, Deborah
Pool, Esther
Ragsdale, Frances L.
Reberry, Minnie
Rippee, Rinda
Rogers, Rose
Roop, Cora
Roselle, Elizabeth
Ross, Virginia
Ryan, May
Schmitt, Anna
Schmitt, Freda
Sesson, Pauline
Shaw, Myrtle
Shaw, Ruth
Shelton, Mamie
Shoop, Cora
Sloan, Bernice
Smith, Velma
Spencer, Helen
Stalcup, Effie

Standley, Iva
Stevens, Genevieve
Stith, Lura
Straley, Grace
Stovall, Blanche
Strong, Ethel Mae
Sutton, Nellie
Swanson, Mrs. Lida
Syfan, Elizabeth
Thomas, Bernice
Thornberry, Susie
Turrentine, Evans
Wallace, Edith
Webster, Edith
Wheeler, Bertha Allen
Wheeler, Ruby
Williams, Raymond D.
Wirt, Elsie
Wise, Mrs Lucile Harrison
Wrinkle, Mrs. Vesta Lane
Woodbury, Katherine
Yates, Maude
Zulauf, Chloe

APPLICANTS FOR THE RURAL CERTIFICATE.

1918.

Alden, Marietta
Barnard, Elizabeth
Bishop, Floy
Bishop, Bertha
Brown, Lelia
Bryant, Pearl
Burch, Austin
Compton, Lillian
Cox, Alice
Ezzell, Cecelia
Enyart, Esther
Hartley, Willa
Hayes, Matilda
Higginbotham, Ruth
James, Retta
Naylor, Mildred
Newcomb, V. A.
Parsons, Bernice
Riggs, Esther
Schupp, Kathel
Shipman, Winnie
Simpson, Agnes N.
Sitze, Rena
Thorsen, Esther
Wallace, Edith
Wilson, Laura

ENROLLMENT, 1917-1918

BY CLASSES.

Fourth Year College	43	Fourth Year High School	103
Third Year College	66	Third Year High School	268
Second Year College	206	Second Year High School	120
First Year College	477	First Year High School	107
	792		598
Total			1390

FROM TWENTY-TWO COUNTIES OF NORMAL SCHOOL DISTRICT NO. 4.

Barry	37	Lawrence	64
Barton	21	McDonald	19
Cedar	33	Newton	33
Christian	34	Ozark	10
Dade	46	Polk	54
Dallas	26	Stone	24
Douglas	10	Taney	23
Greene, County	103	Texas	35
Greene, Springfield	247	Vernon	25
Howell	36	Webster	53
Jasper	93	Wright	66
Laclede	38	Total	1128

FROM OTHER COUNTIES IN MISSOURI.

Audrain	2	Madison	1
Bates	6	Maries	15
Butler	2	Miller	1
Callaway	5	Moniteau	1
Camden	8	Monroe	2
Carroll	1	Oregon	21
Carter	8	Phelps	20
Cass	3	Reynolds	1
Cooper	7	Pulaski	25
Crawford	18	Ray	1
Dent	6	Ripley	2
Dunklin	3	Saline	3
Franklin	2	Scott	2
Gasconade	1	Shannon	10
Harrison	2	St. Charles	2
Henry	6	St. Clair	19
Hickory	15	St. Francois	1
Jackson	2	St. Louis	6
Jefferson	1	Stoddard	3
Lincoln	2	Washington	2
Linn	1	Wayne	3
Macon	1		
		Total	244

FROM OTHER STATES.

Arkansas	9	New Mexico	1
Kansas	1		
Oklahoma	7	Total	18

Number training students enrolled for year	275
Number Normal students enrolled for year	1390
Total	1665

STUDENTS ENROLLED, 1917-1918

Name	County
Abbott, Gusta, 1	Polk
Abbott, Kate, 1	Greene
Abernathy, Alma, 2	Lawrence
Achurch, Mary, I	Crawford
Adams, Bertha, I	Laclede
Adams, Florence O., 2	Greene
Adams, Inez, 1	Greene
Adams, Velma, 2	Laclede
Adams, Virgil, III	Macon
Adams, Winnie II	Crawford
Akers, Ura, II	Greene
Alden, Marietta, III	Greene
Alexander, Ruth 2	Dallas
Algeo, Anna, III	Dade
Algeo, Icae, 1	Dade
Algeo, June, 1	Dade
Allebach, Vernon, III	Greene
Allen, Blanche, III	Oregon
Allen, Madge, 2	Oregon
Althouse, Annie, 1	Howell
Amber, Mazie, III	Barry
Anderson, C. F. 1	Greene
Anderson, Celia, 1	Pulaski
Anderson, Ernest, II	Greene
Anderson, Leo, III	Cedar
Anderson, Louise, 1	Greene
Anderson, Minnie, III	Webster
Anderson, Ora, III	Greene
Anderson, Rennie M., III	Taney
Anderson, Virginia, III	Greene
Andre, Bess, 1	Christian
Andrews, Amanda, II	Hickory
Andrew, Paul E., 4	Greene
Appleby, Christie, III	Greene
Appleby, Elvin, II	Greene
Appleby, Mattie, III	Greene
Appleby, Opal, I	Greene
Arnold, J. A., 1	Greene
Ashby, Mary, 1	Cass
Atherton, Mary, I	Carroll
Atkerson, Sadie, 1	Jasper
Aton, Ira, III	Greene
Aton, Ruby, 1	Greene
Austin, Jennie, IV	Cedar
Avery, Mentie, III	Wright
Bagby, Ella, 1	Lawrence
Baker, Dolores, I	Greene
Baker, Lorena, I	Greene
Baker, Robt. H., II	Greene
Baker, R. M., III	Dallas
Baker, Zora, IV	Greene
Baldwin, Marvell, IV	Barry
Baldwin, Nellie, 1	Greene
Ball, Zelma, II	Dent
Barlow, Gottlieb, III	Newton
Barnard, Chester, 3	Greene
Barnard, Clel, I	Webster
Barnard, Elizabeth, III	Greene
Barnard, Lester, 3	Greene
Barnard, Nellie, III	Greene
Barnes, Geneva, 2	Greene
Barnes, Nellie, IV	Texas
Barnett, Lyman, I	Dade
Barnhart, Letser, I	Taney
Barrick, Violet, III	Webster
Barris, Knox, III	Lawrence
Barrows, Katherine, I	Greene
Barrows, Margaret, I	Greene
Barton, Ruby, III	Greene
Bass, Opal, 1	Greene
Baumann, Maybelle, 2	Greene
Bayless, C. G., 1	Wright
Becker, Gertrude, 4	Jasper
Belisle, Elfa, III	St. Clair
Bell, Maud, I	Texas
Bell, W. B., IV	Laclede
Bennett, Elsie, 1	Christian
Bennett, Paul, IV	Christian
Bennett, Stella, IV	Greene
Benz, Alma, 1	Lawrence
Berger, Gladys, 1	Douglas
Berger, Stella, 1	Douglas
Berghaus, Frances, 1	Greene
Bergman, Lizzie, III	Greene
Berry, Anna, 1	Wright
Birch, C. C., 2	Texas
Bircher, Helene, 2	Dent
Bircher, Mary, 2	Dent
Bird, Bernard, II	Taney
Bishard, Lydia, IV	Howell
Bishop, Bertha, IV	Phelps
Bishop, Emilee, IV	Maries
Bishop, Floy, III	Greene
Bishop, Gladys, I	Phelps
Bishop, Laura, II	Greene
Black, Thelma, III	Barry
Blackwell, Natalie, II	Dent

Name	County
Blair, Adah I.	Crawford
Blair, Claude, III.	Crawford
Blair, Ruth, III.	Crawford
Blakemore, Mary, III.	Dade
Bland, Viola, 1.	Jasper
Blankenship, Dorothy, 1.	Greene
Bliss, Perry, IV.	Hickory
Blount, Ella, I.	Crawford
Boggs, Eula, I.	Wayne
Boggs, Olive, III.	Wayne
Bohn, Meta, III.	Christian
Bonner, Georgia, 1.	Greene
Bookout, Vertye, 1.	Taney
Boone, Anna, IV.	Hickory
Borror, Ruth, 1.	Webster
Borth, Lillian, 1.	Ripley
Bosshardt, Alma, III.	Greene
Boucher, Gertrude, 1.	Lawrence
Boucher, Jeanette, 1.	Lawrence
Bounous, Mrs. J. D., 4.	Greene
Bounous, Jeanne, 1.	Barry
Bousman, O. S., 4.	Greene
Bowman, Grace, 1.	Arkansas
Bowman, Nell, 1.	Greene
Bowen, Alice, 1.	Arkansas
Bowen, Minnie, E, 1.	Greene
Bowles, Lucy J., 1.	St. Louis
Box, Susan, III.	Wright
Boyd, Irene, 1.	Jasper
Boyd, Janet, 3.	Greene
Boyd, Ruth, 1.	Greene
Boyts, Ira, 1.	Greene
Boyts, Russell, I.	Greene
Boyts, Wesley, I.	Greene
Boze, Anna, I.	Oregon
Boze, Lucile, 1.	Oregon
Bozhardt, Ruth, II.	Greene
Bradbury, A. S., 1.	Newton
Bradford, Cora, III.	Laclede
Bradford, La Fern, 1.	Jasper
Bradley, Impo, 2.	Texas
Bradley, Lillian, III.	Hickory
Bradley, Minnie, IV.	Greene
Bramwell, Gladys, II.	Laclede
Branson, Sallie, 2.	Maries
Braun, Seward F., II.	Greene
Brawley, Lillian, III.	Reynolds
Breeden, Gladys, 1.	Greene
Brenton, S. C., 2.	Dent
Breshears, Buetta, III.	Greene
Briggs, Delpha, 4.	Greene
Briggs, Mamie, 1.	Maries
Britain, Bettie, III.	Lawrence
Britain, Loretta, III.	Lawrence
Brixey, Blanche, II.	Webster
Brixey, Della, I.	Webster
Brock, Nina, IV.	Polk
Brown, Emma, 1.	Polk
Brown, Eurela, 2.	Greene
Brown, Helen, M., 3.	Jasper
Brown, Lelia E., IV.	McDonald
Brown, Lillian, 1.	Polk
Brown, Margaret, 2.	Greene
Brown, Mary, II.	Barry
Brown, Rowena, III.	Audrain
Brownfield, Lone, II.	Pulaski
Browning, Harry, II.	Lawrence
Broyler, Zora, I.	Laclede
Bryan, Nona, 4.	Greene
Bryan, Ruth, 3.	Greene
Bryant, Bess, 1.	Greene
Bryant, Charles 1.	Barry
Bryant, Pearl, III.	Greene
Buckeridge, Helen, 1.	Jasper
Budd, Grace, 2.	Lawrence
Buford, Jewell, 2.	Jasper
Burch, Austin, III.	Bates
Burdett, Vestil, 1.	Dunklin
Burke, O. E., 2.	Crawford
Burke, Ruth K., III.	Crawford
Burke, Ruth, I.	Crawford
Burkhead, Dora III.	Greene
Burnett, Laura, 2.	Vernon
Burney, Myrtle, 2.	Lawrence
Burrow, Blanche, III.	Greene
Burton, Goldie, 1.	Jasper
Bustrin, Eunice, III.	Jasper
Butler, Althea, III.	Oregon
Butler, Ethel, 1.	Jasper
Butterfield, Gertrude, 1.	Barton
Butterfield, Jessie A., 2.	Laclede
Buxton, Mary L., 1.	Jasper
Byers, Esco, 1.	Greene
Campbell, Gladys, II.	Vernon
Campbell, Julia, 2.	Barry
Cantrell, Effie, 1.	Wright
Cantrell, Jos., I.	Wright
Cantrell, Lester, III.	Webster
Carender, Andy, I.	Barton
Carender, E. H., 2.	Dade
Carl, Flora, 4.	Lawrence
Carmichael, Glen, II.	Camden
Carnahan, Edna, 2.	Jasper
Carney, Dora, 2.	Jasper
Carney, Winnie, 2.	Jasper
Carpenter, Neva, III.	Greene
Carpenter, Ruth, 1.	Polk
Carr, Earl, III.	Greene
Carr, Robt., II.	Greene
Carter, Amy, 1.	Newton
Cartwright, Clara, 1.	Barry
Cartwright, Kittie, 1.	Monroe
Case, Cecil, 1.	Arkansas
Case, Hazel, 2.	Cedar
Casebeer, Hester, III.	Texas
Casey, Elsie, IV.	Taney
Casselman, Bess, 3.	Phelps
Cassil, Carrie, II.	Wright
Cassity, Jewel, I.	Dallas
Cather, Grace, 1.	Jasper
Chadwick, Grace, 2.	Jasper
Chambers, Georgia, III.	Laclede
Camp, Francis, 2.	Greene

Name	County
Cavender, Thera, III	Polk
Cavender, Wilbur, III	Polk
Chappell, Pearl, 1	Barry
Chase, Bill, III	McDonald
Chauncey, Eva, 1	Greene
Cheatham, Lucile, 1	Jefferson
Cheek, Bernice F., 2	Crawford
Cherry, Fern, 1	Lawrence
Chinn, Maurine, III	Vernon
Christeson, Bess, I	Pulaski
Church, Beulah, III	Shannon
Clapp, Della, 1	Monroe
Clark, Bernice, I	Oregon
Clark, Ione, 2	Jasper
Clark, Olive, 1	Jasper
Clave, Jessie J, III	Polk
Click, Albert, IV	Dent
Clopton, W. T., 4	McDonald
Cloud, Verlie, III	Webster
Cobb, Auda, 2	Lawrence
Cobb, Clara, 1	Lawrence
Cobb, Elvin, III	Christian
Cobb, J. M., 4	Christian
Cobb, Lola, I	Camden
Coiner, Josephine, III	Barton
Colley, Mildred, III	Lawrence
Colley, Claude, IV	Greene
Collins, Fern, III	Greene
Collins, Pauline, III	Greene
Comins, Susie, 1	Oregon
Compton, Lillian, III	Taney
Compton, Myrtle, III	Taney
Conn, Mabel, I	Greene
Cook, E. B. III	Stoddard
Coon, F. C., 3	Dallas
Cooper, Eula, 1	Cedar
Cooter, Jean, 1	Greene
Copeland, Pearl, IV	Vernon
Copenhagen, Manila, III	Oregon
Corbett, Allie, 1	Texas
Corbett, Edna, 1	Texas
Cordell, Vera, I	Howell
Cornutt, Myrtle, III	Greene
Corum, Bessie, 4	Greene
Costley, Winnie, 1	Lawrence
Cowan, Clara, 1	Barry
Cowan, La Verne, I	Polk
Coward, Mrs. L. H., 2	Webster
Cowden, Alberta, 4	Greene
Cowden, Lenore, 3	Greene
Cox, Alice, 2	Jasper
Cox, Lillie, 1	Barton
Coy, Ora, 1	Stoddard
Cozby, Anna, 1	Webster
Crandell, Coral, 2	Lawrence
Crenshaw, Fannie, I	Greene
Crenshaw, Irene, I	Greene
Crissmon, Malinda, III	Pulaski
Crithfield, Georgia, III	Bates
Criswell, Harriet, 1	Greene
Crow, H. B., IV	Texas
Crow, Jean W., 1	Texas
Crump, Karleen, 1	Greene
Cummins, Pauline, 2	Greene
Cunningham, Aloth, III	Webster
Currin, Erma, 3	Barton
Currin, Zelma, 2	Barton
Curry, Lola, II	Barry
Curry, Maude, III	Lawrence
Dagley, Lydia, 2	Jasper
Dailey, Mildred, II	Greene
Dalglish, Beulah, 1	St. Clair
Daniel, Adah, 3	Jasper
Darby, Edyth, 1	Dallas
Daugherty, Mamie, III	Christian
Daugherty, Mary E., 3	Greene
Davis, Mrs. Alice Pittman, 3	Cedar
Davis, Alta, III	Howell
Davis, Beulah, IV	Dade
Davis, Beulah, IV	Dade
Davis, Lillie, IV	Barry
Davis, Margaret, 2	Texas
Davis, Mayree, 1	Howell
Davis, Rubie, I	Barry
Davis, Ruth, 1	Douglas
Davis, Ruth, 1	Greene
Davis, W. R., 3	Cedar
Davison, Leota, 2	Jasper
Davison, Roger, IV	Greene
Davison, Jeanie, 1	Greene
Dawe, Mae, III	Pulaski
Decatur, Lura A., 1	Jasper
Deckard, Ruby, I	Wright
De Fever, Elaine, 1	Lawrence
Delaloye, Marguerite, 1	Phelps
Delp, Marie, 2	Greene
Delp, Gertrude, 1	Jasper
Delp, Sylvia, 1	Jasper
Dent, Paul, IV	
Denton, Verda, III	Newton
Deppe, H. J., 3	Greene
Detherage, Henry E., 2	Laclede
Dewar, Robert, II	Greene
Dickerson, Flo, 1	Greene
Divine, O. H., III	Dade
Divine, Roscoe H., IV	Dade
Dixon, Mildred, 2	Greene
Dodd, Bess, III	Cedar
Dodd, Lola, 1	Jasper
Dodd, Stella, III	Polk
Dodson, Furlon, II	Barry
Doherty, Marie, 1	Ripley
Donohue, Mae, 3	Howell
Doran, Albert, 1	Christian
Doris, Caroline, IV	Greene
Dorman, Nell, III	Dallas
Dorwin, Loresta, 1	Lawrence
Douthit, Ina, 1	Newton
Dowell, Lottie, 1	Indiana
Drewes, Louise, I	Crawford
Drewes, Mary, I	Crawford
Dreyfus, Hazel, 1	Greene
Dreyfus, June, III	Greene

Name	County
Duckworth, Ada, III	Stone
Duckworth, Mae, 2	Stone
Duncan, Delle, 1	Callaway
Duncan, Lottie, 1	Barton
Duncan, Marion, 2	Callaway
Dyer, Lora, III	McDonald
Easley, Alda, IV	Kansas
Edde, Helen, II	Hickory
Edmonds, Mrs. Ina Cox, IV	Newton
Edwards, Cliffe, 1	Greene
Ehrlich, Anna, I	Howell
Ehrlich, Charles W., II	Howell
Elam, Hattie, 1	Barton
Eldringhoff, Luch, I	Howell
Elliff, Rowan, 2	McDonald
Ellis, Buell, 3	Madison
Ellis, Royle, 1	Barry
Ellis, Veril, 1	Wright
Elliston, Gladys, 1	Cedar
Ellman, Zelda, II	Greene
Emerson, Mary, 2	Greene
Emery, Doloris, 1	Greene
Emmett, Mabel, IV	Polk
England, N R., 3	Wright
Enyart, Althea, III	Polk
Enyart, Esther, IV	Polk
Eppard, Lois, 2	McDonald
Epperson, Eula, II	Howell
Epperson, Mary, 1	Howell
Essary, Lillie, III	Taney
Evans, Bertha Jane, 2	Wright
Evans, Frances, 1	Greene
Evans, Laura, III	Carter
Evans, Roy C., 3	Greene
Evans, R. R., 2	Dade
Everest, Josephine, 1	Greene
Ezzell, Cecelia, 1	Stoddard
Fallin, Carrie, III	Greene
Fallin, Lawrence, I	Greene
Fallin, Lizzie, III	Greene
Farrington, Virginia, III	Greene
Fearl, Ralph, III	Greene
Ferguson, Katherine, II	Greene
Ferris, Minnie, IV	Greene
Fike, Della, I	Laclede
Fike, Dessie, I	Laclede
Finch, Eleanor, II	Greene
Finch, Louise, 1	Jasper
Finney, Fern., 1	Greene
Fischer, Anna, 1	Pulaski
Fitzgerald, Mamye, IV	Texas
Fitzgerald, R. E., III	Texas
Fitzpatrick, Tom, 1	Dade
Flemming, Ruth, II	Vernon
Flett, Maude, 1	Dent
Flora, Ina, 1	Henry
Floyd, Lura, IV	Oregon
Ford, Irene, 1	Cedar
Ford, Mabel, 1	Cedar
Forrest, Lorene, II	Ozark
Fort, Ruby, 2	Greene
Foster, Arabell, 1	Webster
Foster, Harriett, 1	Greene
Fowler, Lorena, 1	Newton
Francis, Ellen, III	Greene
Franklin, Elmo, 1	Greene
Franklin, Edna, III	Greene
Frazee, Bessie, I	Howell
Frazee, W. D., II	Howell
Frazier, Raidee, III	Christian
Freeman, Mrs. Francis F., 1	Greene
Freeman, Oma, II	Jasper
Freyer, Bertha, 1	St. Clair
Fronaberger, Edith, II	Greene
Fuller, Thelma, II	Greene
Fulton, Lelia, II	Greene
Fulton, Mazy, 2	Greene
Fuson, Gertrude, 1	Greene
Fuson, Osa, I	Wright
Gaither, Edna, 2	Jasper
Galbraith, E. L., 4	Cedar
Galbraith, Irene, I	Greene
Gammon, Mildred, 2	Dallas
Gann, Carrie, 1	Christian
Gardner, Allen, 1	Greene
Gardner, Ethel, 1	Lawrence
Garner, Edna, 2	Barton
Garinger, Nelson, I	Lawrence
Garinger, Stella, 1	Lawrence
Gaskill, Rachel, 1	Shannon
Ghan, Edith, 2	Greene
Gibson, Delta, III	Texas
Gibson, Olive, 2	Jasper
Gideon, Mary L., 2	Greene
Giebler, Della M., IV	Franklin
Giles, Aro, II	Newton
Gilmer, Alta, 2	Jasper
Ginn, Flarra, 2	Lawrence
Gladden, Edna, 2	Texas
Glynn, Nellie, 2	Laclede
Gollnich, Blanche, I	Florida
Goode, Alma, 2	St. Louis
Goodnight, Belle, 2	
Gordon, Bertha, 1	St. Clair
Gorman, Blanche, 1	Greene
Goss, Joyce, 3	Webster
Gottfried, Francis, II	Greene
Gourley, Ray, III	Wright
Grace, Ruth, III	Texas
Graham, Millie, IV	Shannon
Graham, Nettie, III	Stone
Grant, Florence, III	Arkansas
Graves, Virginia, 1	Newton
Green, Georgia, 2	Howell
Greening, Agnes, 1	Webster
Greer, Gracie, II	Webster
Greer, Marion, 4	Oklahoma
Greer, Mattison, III	Oklahoma
Greer, Milford, 1	Oklahoma
Grubel, Ida B., 2	Greene
Gurley, S. H., 1	Greene

Name	County
Gustafson, Doris, 2	Greene
Haas, Ella, 1	Phelps
Haden, Miss Jo, 1	Cedar
Hagen, Clara, II	Howell
Hailey, Bernice Landers, 2	Dade
Hailey, Ray, IV	Dade
Haldeman, Edith, 2	Greene
Hall, Agnes, II	Greene
Hamilton, Laura, 1	Henry
Hampstead, John, 1	Greene
Hannah, Lillian, 2	Howell
Hannah, Mont, II	Jasper
Hargis, Jane, I	Greene
Hargis, Mildred, 1	Hickory
Harley, Kathleen, 1	Oklahoma
Harlow, Carl, III	Greene
Harmon, Lena, 1	Newton
Harmon, Zora, 1	Greene
Harpe, Mabel, 1	Greene
Harper, Irene, III	Greene
Harris, Alberta, 4	Greene
Harris, Lola, 2	Laclede
Harris, Mary, 2	Phelps
Harrison, Alice, 3	Douglas
Harrison, Ruth, 2	Greene
Hart, Opal, 1	Greene
Hartley, Hazel, 1	Christian
Hartley, Willa, 1	Cedar
Harvey, Frances, 1	Hickory
Haseltine, Earl, I	Greene
Haseltine, May, 2	Greene
Haubein, Helen, 1	Dade
Haverly, Pansy, 2	Greene
Hawkins, Marie, 1	Newton
Hawks, Mary Jane, IV	Greene
Hawks, Mildred, II	Greene
Haworth, Agnes, III	Wright
Haworth, C. J., 3	Wright
Hayden, Zella Vere, 1	Greene
Hayes, Amy, III	Stone
Hayes, Birdie, IV	Vernon
Hayes, Jewell, 2	Phelps
Hayes, Matilda, 1	Webster
Hazell, Edna, III	Howell
Hazlitt, Inez, 2	Dallas
Hedge, Leta, 1	Jasper
Hedley, Mayme, II	Crawford
Henderson, Nell, 1	Greene
Henderson, Ralph, III	Greene
Hendon, Bessie, 1	McDonald
Hendrix, Louise, 2	Newton
Hennicke, Dora, 3	Cooper
Hennicke, Esther, 2	Cooper
Henry, Fay, I	Christian
Henry, Grace, 1	Jasper
Henry, Guy, III	Jasper
Henry, Lois, III	Christian
Herndon, B. B., II	Ozark
Herr, Bernice, 1	Arkansas
Heverlin, Georgia, 1	Barton
Heybroek, May, 1	Greene
Hickman, Lettie, 4	Saline
Hicks, Eva, 2	Greene
Higginbotham, Willa, 1	Polk
Higgins, Ethel, 1	Dade
Higgins, Nellie, III	Cedar
Highfill, Brilla, 1	Webster
Highfill, F. J., 3	Cass
Hight, Reitha, 2	Lawrence
Hine, Iris Bain, III	Jasper
Hinkle, Essie, 1	Hickory
Hobbs, John, II	Pulaski
Hobbs, Joseph, 1	Pulaski
Hogan, Esla, III	St. Clair
Holbrook, Marcetta, II	Greene
Holden, Fannie, 1	Wright
Holland, Alfa, II	Carter
Holland, Chas., II	Greene
Holland, Elizabeth, III	Hickory
Holman, Allen, I	Lawrence
Holman, Chloe, 1	Dade
Holmes, Esther, III	Lawrence
Holmes, Fay, I	Lawrence
Holmes, Merril, II	Polk
Hood, Alma, II	Polk
Hood, Edith, III	Polk
Hopkins, Georgia, I	Polk
Hopkins, Mrs. G. W., 4	Greene
Hopkins, Scharlette, 1	Greene
Hopper, Florine, I	Wright
Hopper, Mae, III	Wright
Horine, Louise, III	Greene
Horn, Frankie, III	Ozark
Horton, Barbara, IV	Greene
Horton, Merle, IV	Newton
House, Emma, 3	Greene
Hovey, Nelle, 3	Howell
Howard, Hattie, IV	Howell
Howard, Mary, IV	Pulaski
Howard, Marie, III	Jasper
Houdyshell, Lettie, 1	Barton
Howlett, Roger, 1	Pulaski
Hudgens, Lettie, 1	Greene
Hudson, Marion, 1	Cedar
Hudson, Nettie III	Polk
Huff, J. D., 3	Wright
Huff, Ruth, 1	Vernon
Huffman, J. B., 2	Ozark
Hughes, Bertha, 1	Lawrence
Hughes, Vida, 1	Dade
Humble, Jessie, II	Greene
Humble, Jewell, 1	Greene
Hume, Emma, III	Phelps
Humphreys, Chloe, II	Laclede
Humphreys, Mabel, II	Laclede
Hunt, Hazel, 2	Lawrence
Hunt, Laura, I	Hickory
Huntington, Dorothy, IV	Greene
Huntingdon, Helen, 2	Greene
Hurd, Grace, 1	Greene
Hurst, Jewell, 2	Greene
Hurt, Arthur, 1	Shannon
Hurt, Howard, 1	Dade

Name	County
Hutchinson, Effie, 1	Barry
Hutsell, Marie, III	Newton
Hutton, Dorothy, 1	Greene
Ihrig, B. B., IV	Hickory
Ingram, Bessie, II	Greene
Ingram, Isabel, II	Greene
Ingram, Rex, II	Greene
Ireson, Virginia, 2	Cedar
Jackman, Ruby, III	Lawrence
Jackson, Cash, II	Wright
Jackson, Ruth, 2	Wright
Jadwin, Lola, III	Texas
Jadwin, Ola, 1	Texas
Jadwin, W. E., 4	Texas
Jadwin, Mrs. W. E., 2	Texas
Jahrling, Mary, IV	Oregon
James, Estella, II	Barton
James, Myrtle, 2	Shannon
James, Tessie, III	Ozark
James, Vernon, 1	Taney
Jenkins, Agnes, III	Polk
Jenner, Fannie, 2	Greene
Jenner, Sallie, 3	Greene
Jennings, Anna, 2	St. Louis
Jennings, Bonnie, III	Greene
Jennings, Lyda, 1	Lawrence
Jensen, Oeta, 3	Greene
Jewell, Cora, III	Cedar
Jobson, Alice, 2	Jasper
Johnson, Fay, III	Barry
Johnson, Hesper, 1	Jasper
Johnson, Itys, IV	Greene
Johnson, Jewell, 2	Jasper
Johnson, Mary A., 4	Lawrence
Johnson, Maude, III	Oregon
Johnson, Palos, IV	Oregon
Johnson, Wilton, 2	Arkansas
Johnson, Zena, 2	Christian
Johnson, Zona, 1	Christian
Jones, Aileen, 1	Greene
Jones, Elizabeth, 1	Jasper
Jones, Flora, II	Shannon
Jones, Gertrude, 1	Henry
Jones, Ina, I	Christian
Jones, Ione, 1	Greene
Jones, Lela, 2	Barton
Jones, Mildred, IV	Barton
Jones, Roy, IV	Pulaski
Jones, Ruth M., 1	Lawrence
Jones, Zella, 3	Webster
Justis, Esther, 2	Greene
Kalb, Florence, 2	Taney
Karnes, Althea, 1	Arkansas
Karstitter, Minnie, 2	Moniteau
Kastendieck, Katherine, 2	Christian
Kay, Dewey, 3	Douglas
Kays, Effie, I	Camden
Keel, Minnie Lee, 4	Ray
Keen, Bentley, I	Greene
Keith, Harley, III	Dallas
Keller, Anna, 2	Wright
Keller, Marion, 1	Polk
Kelley, Ann, 1	St. Louis
Kelley, May, 3	Greene
Kelhofer, Rosa, III	Newton
Kemp, Magdalin, II	Stone
Kemper, Ruth, III	Shannon
Kennan, Clara, 1	Arkansas
Kennon, Irma, II	Greene
Kennon, Zelma, II	Greene
Kennedy, Irmey, I	Wright
Kennedy, Jessie, 1	Lawrence
Kennedy, Thelma, 1	Linn
Kerr, Juanita, 1	Jasper
Kifer, Minerva, II	Greene
Kilburn, Esther, IV	Greene
Kilburn, Ruth, 1	Greene
Killingsworth, Lera, 1	Greene
Killingsworth, Muriel, 1	Greene
Kinder, Ora, III	Polk
Kindley, Mabel H., 3	Greene
King, Aldyth, 1	Camden
King, Estella, 1	Phelps
King, Floy, 1	Dade
King, Marie, III	Lawrence
King, Opal, 1	Dade
King, Retha, III	Webster
King, Theo, 1	Dade
King, Ruby, 1	Stone
Kirby, Edna, 1	Dade
Kirby, Ruth, 1	Dade
Kirk, Marion, 1	Newton
Kirkman, Emma, II	Cedar
Kirkpatrick, Lorena, I	Webster
Kitchen, Waldo, III	Crawford
Kittrell, Bertha, I	Webster
Kleeman, Hulda, 1	Lawrence
Knabb, Lelia, 1	Greene
Knabb, Verna, 1	Greene
Knight, E. J., 4	Kansas
Kreider, Helen, III	Greene
Kuhn, Ruby, 3	Greene
Lacy, Margaret, IV	Greene
Ladd, Fern, III	Christian
Lair, Lena, 1	Christian
Lair, Ramona, 2	Oklahoma
Landingham, E., 4	Oklahoma
Lane, Blanche, IV	Oregon
Lane, Eydth, L., III	Oregon
Lane, Vesta, 1	Oregon
Langston, Ruth, 1	Greene
Lanyon, Esther, 1	Jasper
Lash, Mrs. Joe, 1	Christian
Laurie, Harriett, 1	Saline
Law, Blanche, 1	Greene
Law, Ruth, 1	Greene
Lawrence, Alma, II	McDonald
Lee, June, I	Greene
Lee, N. T., IV	Barry
Le Fever, W. H., 2	Phelps

Name	County
Legate, Eva, 2	Lawrence
Legate, Mary, 1	Lawrence
Leith, Amy, 2	Polk
Lemmon, Ellasue, 4	Greene
Lenox, Jennie, 3	Phelps
Lenox, Sarah, 1	Phelps
Lewis, Aline, 1	Madison
Lewis, Helen, 1	Greene
Lewis, Nellie C., 1	Madison
Lick, Edna, IV	Pulaski
Liggett, Helen, 1	Hickory
Lindsey, Mrs. Grace, 3	Lawrence
Line, Addie, III	Greene
Linton, Ida M., 2	Jasper
Livingstone, Marian, 1	Dallas
Locke, Ada, III	Pulaski
Locke, Letha, 2	Dallas
Lockwood, Lela M., III	Howell
Loftin, Alta, I	Barry
Logan, Clara B., III	Stone
Logan, Lillian, IV	Cedar
Looney, Anna, 1	Greene
Lowe, Jennie, III	McDonald
Lusk, Dietz, 1	Webster
Lydard, Vera, 2	Jasper
Lyles, Edna, 2	Texas
Lynch, R. H., III	Texas
Lynes, Gwendolyn, III	St. Clair
Lynn, Ella, 1	Greene
McBride, Bernice, 2	Dunklin
McBride, Leota B., III	Greene
McBride, Neva, III	Dunklin
McCafferty, Eula, 1	Christian
McCarty, Gracia, IV	Greene
McCaslin, Ethel, IV	Polk
McClanahan, Bess, 1	Barry
McClary, Bevy, 1	Taney
McClease, Ethel, III	Polk
McClure, Allene, 2	Greene
McCombs, C. A., 4	Texas
McConnell, Ethel, IV	Greene
McCrory, Ada, 1	Polk
McCrory, Esther, 3	Polk
McCrory, Florence, 1	Polk
McCrory, Iva, III	Polk
McCullah, Helen, I	Stone
McDonald, D. R., 2	Pulaski
McDonald, Mary, 1	Henry
McDowell, Gladys, 2	Dallas
McGlothlin, Fred, 2	Barry
McGinnis, Cleo, 1	Christian
McKinley, J. A., 3	Polk
McKinney, Fern, II	Texas
McKinney, Leada, 1	Texas
McKinney, May, III	Texas
McKinney, Myrtle, II	Texas
McKenzie, Letha, 1	Polk
McKenzie, Robert, I	Greene
McLean, Natalie, 3	Greene
McLemore, Flora, 1	Dade
McManis, Beulah, 2	Barton

Name	County
McManis, Mattie, III	Vernon
McMillan, Sammie, 1	Dade
McNabb, Dottie, IV	Barry
McNeil, Delia, 1	McDonald
McNeil, Hugh, 1	Lawrence
Mack, Estha, 4	Greene
Mackey, Edna, I	Webster
Maddox, Frank, II	Dallas
Madry, Irene, 2	Lawrence
Magann, Edith, IV	Vernon
Maher, Mary, 1	Barry
Mallette, Monta, III	Pulaski
Mallow, Blanche, I	Washington
Manka, Gladys, 1	Dade
Manley, Ida, III	Greene
Manley, Minnie, IV	Greene
Manning, Ivan, I	Laclede
Mansfield, Mrs. F. M., III	Wright
Maphies, Emlu, 1	Cedar
Maphies, Ethel, III	Cedar
Maples, Lura, III	Christian
Marcum, Clara, 1	Dade
Marsh, Helen, 1	Dallas
Marsh, Lee, 1	Greene
Marshall, Freda, 2	Greene
Marshall, Inez, 2	Greene
Marshall, Kathryn, IV	Greene
Marshall, Vinnie, 2	Howell
Martin, Daisy, 1	Douglas
Martin, H. H., 3	Howell
Martin, R. W., I	Vernon
Martin, Mrs. R. W., IV	Vernon
Marston, Helen R., 2	Greene
Mash, Augusta, 1	Jasper
Mason, Jessie, II	Greene
Masters, Geo. E., 2	Jasper
Matlock, May, II	Crawford
Matthews, Don E., 2	Newton
Maus, Edna, 2	Vernon
Mayes, Dorothy, III	Wright
Maze, Tabitha, III	Dade
Mead, Frank, 1	Cedar
Mehl, Gladys, 2	Greene
Meinecke, Cora, III	Howell
Meinecke, Julia, III	Howell
Melton, Iva, I	Greene
Meng, Elizabeth, 1	Dade
Meredith, Harriet, 2	Jasper
Merrick, Esther, II	Lawrence
Meslin, Victoria, 1	Jasper
Messersmith, Jessie, I	Stone
Meyer, Audie, I	Christian
Meyer, Lucile, 2	Greene
Middleton, Bertha, 1	Cedar
Mileham, Hazel, 4	Jasper
Miller, Aileen, 3	Saline
Miller, Charlotte, III	Webster
Miller, Emma, 1	Jasper
Miller, Ione, 2	Lawrence
Miller, Kate, 2	Barry
Miller, Lola, 3	Greene
Miller, Mary Ruth, 2	Greene

Name	County
Miller, Neva, III	Hickory
Miller, Roberta, III	St. Charles
Mills, Virginia, III	Christian
Millsap, Pearl, 1	Laclede
Mingus, Verna, 1	Wright
Mitchell, Helen 1	Greene
Mitchell, Josephine, II	Texas
Mitchell, Opal, I	Polk
Mitchell, Vera, 1	Barry
Moberly, Dale, IV	Texas
Moberly, John, IV	Texas
Moberly, Mabel, IV	Texas
Montague, Martha, III	Audrain
Montgomery, Cora, 1	Lawrence
Montgomery, Dora, 1	Jasper
Montgomery, Effie, 1	Dade
Montgomery, Eula Sue, III	Dade
Moody, Bertha, 1	Jasper
Moon, Ruth W., 2	Greene
Mooney, Beulah, 1	Barry
Mooney, Mary, 1	Phelps
Moore, Bertha, 2	Christian
Moore, Cora, 1	Christian
Moore, Gladys, 1	Laclede
Moore, J. E., 4	Greene
Moore, Mary, 1	Greene
Moore, Robt., IV	Wright
Morgan, Lucile, IV	Polk
Morris, Cora, 1	Greene
Morris, Geo. W., 1	Cooper
Morris, Harry, 1	Cedar
Morris, Etna, 1	Dade
Morris, Jean, 2	Jasper
Morris, Joyce, 1	Jasper
Morris, Lucile, 2	Dade
Morris, L. H., 1	Cooper
Morris, Maude, 2	Oklahoma
Morris, Rachel E., III	Greene
Morrison, Dorothy, 1	Newton
Morrow, Leona, 1	Stone
Morton, Lora, II	Polk
Moses Elizabeth, III	Greene
Mott, H. L., 3	Jasper
Mullens, Nelle, II	Newton
Mulliken, Clara, 1	Greene
Mumma, Rebecca, 1	St. Clair
Munger, June Lee, 3	Wayne
Muri, Katherine, 3	Greene
Murphy, Archie, 2	St. Francois
Murray, Helen, III	Greene
Myers, Paul III	Dade
Myers, Ruth, III	Howell
Naber, Helen, III	Greene
Nash, Clarissa, III	Webster
Naylor, Mildred, IV	St. Clair
Nease, Pinkey J., III	Webster
Neaves, Leona, 2	Greene
Neely, Mrs. F. C., 1	Webster
Neighbors, Altha, III	.....
Neil, Dollie, I	Polk
Neil, Effie, 2	Newton
Neil, Irene, III	Polk
Nerud, Rose, 2	Greene
Nesbit, Melanie, 2	Jasper
Netherland, Mary, II	Oregon
Neville, Merle, 4	Greene
Nevins, James, III	Cedar
Newburg, Lillian, 1	Webster
Newcomb, Victor, 1	Greene
Newton, Garna, III	Wright
Newton, Jewell, IV	Wright
Newton, Raymond, IV	Wright
Newton, Ruth, 2	Greene
Nipps, Alice D., 1	Cedar
Noll, Kate E., 2	Harrison
Northern, Alberta, 1	Phelps
Northern, Eva J., 2	Phelps
Nugent, Clara, III	Polk
Nugent, Estella, III	Polk
Odom, Bessie, I	Christian
Oldaker, Helen, 1	Lawrence
Oldham, Alberta L., 2	Jackson
Oliver, Leonard	Greene
Oliver, Mrs. Paul, 1	Greene
O'Neal, Lynn H., III	Greene
O'Rear, Helen, I	Greene
Owen, Doris, 1	Greene
Page, Artemissa, 1	Greene
Palmer, Eppah, II	Laclede
Palmer, H. L., 2	Taney
Parker, Ermentrude, 1	Greene
Parker, Stella, 2	Greene
Parson, Berenice, III	Stone
Patterson, Aldine, 4	Greene
Patterson, Lucian H., I	Reynolds
Patterson, Mabel, 1	Colorado
Patten, Hazel, 1	Newton
Payne, Pearl, III	Newton
Paynter, Mary, III	Cedar
Pearman, Gladys, 1	Wright
Pearman, Mayme, 1	Wright
Peebles, Gladys, 2	Greene
Peeler, May, 2	St. Clair
Pentzer, Deborah, 1	Greene
Perkins, Sallie, I	Stone
Perry, Lillian, II	Arkansas
Peterson, Fern, III	St. Clair
Peyton, Martha, 1	Dallas
Phillips, Effie, 1	Webster
Phillips, Felsia, III	Dallas
Phillips, Jeanette M., II	Greene
Phipps, Ruby, III	Howell
Pickett, Bessie, 1	Taney
Pickett, Lily, I	Taney
Pierce, Katherine, 1	Greene
Pines, Maude, 1	Dent
Platte, Helen, 3	Greene
Platte, Irma, 2	Greene
Pogue, Ethel, II	McDonald
Poindexter, Gordon, III	Cooper
Pool, Esther, 1	Newton

Name	County
Pool, Joyce, I	Webster
Poole, Catherine, 1	Howell
Poole, Wilma, 1	Howell
Popejoy, Ruth, 1	Webster
Porter, Evelyn, III	Greene
Powell, Rhoda, III	Barry
Prewett, Christine, 1	Vernon
Price, Janie, III	Webster
Price, O. W., 1	Webster
Price, Vollie, II	Webster
Priester, Viola II	Wright
Pritchard, William, II	Stone
Propst, Catherine, 2	Newton
Pugh, Inez, 2	Lawrence
Puryear, Nancy, 1	Scott
Pyle, Ava, 2	Lawrence
Qualls, Blanche, II	Jasper
Raabe, Gertrude, 3	Greene
Ragan, Ethel, IV	Maries
Ragland, Hallie, 1	Laclede
Ragsdale, Frances L., 1	Jasper
Ramsay, Lillian, 2	Oklahoma
Randall, Grace, III	Bates
Ray, Esther, 1	Greene
Ray, Norma, 1	Vernon
Ray, Mrs. N. P., 1	Vernon
Ray, W. E., 1	Phelps
Rayle, Belle, III	Greene
Reberry, Minnie E., 1	Wright
Reed, Flora, 1	Webster
Reich, Lela, III	Lawrence
Remington, Olive, 2	Greene
Rhinehart, Ruby, IV	Shannon
Rhodes, Elsie, I	Ozark
Rice, Ruth, 1	Dallas
Richardson, Ethel, IV	Greene
Richesin, Era, I	Arkansas
Richesin, Fay, 3	Lawrence
Rickson, Mabel, II	Henry
Riddle, Lottie, 1	Greene
Ridley, Elizabeth, 1	Greene
Riggs, Esther, III	Newton
Riley, W. H., Jr., 1	Cedar
Riley, W. H., Sr., 2	Cedar
Rippee, Essa, I	Wright
Rippee, Etta, I	Wright
Rippee, Frona, 1	Wright
Rippee, Huldah, IV	Wright
Rippee, Rinda, 2	Wright
Roark, Hortense, 2	Greene
Robb, Velvie, III	Webster
Roberts, Bessie, III	Hickory
Roberts, Billie, I	Polk
Roberts, Elvira, III	Polk
Roberts, Lois, I	Laclede
Robertson, Margaret, IV	Greene
Robertson, Gertie, III	Greene
Robertson, Mrs. Harry, 1	Lawrence
Robertson, Orval, IV	Greene
Robertson, Rae, IV	Greene
Robinett, Ruth, IV	Wright
Robinett, W. H., 1	Wright
Roblee, Lenore M., 1	St. Louis
Rogers, Ada, IV	Greene
Rogers, Mae, III	Texas
Rogers, Rose, 1	Lawrence
Rogers, Sybil, III	Greene
Roop, Cora, 1	Greene
Rose, Pearl, 1	Christian
Rosenbaum, Louise, III	Greene
Ross, Ruby, III	Polk
Ross, Virginia, 2	Cass
Rountree, Faith, 1	Greene
Routsong, Ellen, III	St. Clair
Rowland, Edna, III	Wright
Ruberson, Ethel, 3	Greene
Runyan, Lena, III	Greene
Rush, R. E., 1	Wbester
Rushmore, Helen, 2	Jasper
Rushmore, Olive, 1	Jasper
Russell, I. T., 1	Saline
Russell, Mattie, III	Greene
Ryan, May, 2	Barry
Salmon, Gladys, 1	Lincoln
Samuel, Fay, 1	Lawrence
Sanders, Maude, 3	Christian
Sanford, May, 3	Jasper
Sappington, Blanche, 1	Newton
Sass, Helen, 1	Howell
Satterfield, May, II	Maries
Satterfield, Ollie, II	Maries
Savage, Poncie, I	Taney
Saye, Laura, I	Greene
Scarborough, Ray, 1	Wright
Schaeffer, A. D., III	Greene
Schmitt, Anna, 1	Greene
Schmitt, Freda, 1	Greene
Schumann, Mrs. Mary, IV	Vernon
Schupp, Kathel, IV	Carter
Schupp, Oscar, IV	Carter
Schwab, Irving, 2	Greene
Schweider, Mildred, 2	Greene
Scott, Eula, 2	Oklahoma
Scott, Nellie, 2	Polk
Scrivener, Irene, IV	Greene
Scroggs, Edna, 1	Jasper
Sechler, Alma, II	Jasper
Sechler, Earl, 4	Greene
Seidner, Alma IV	Jasper
Self, Goldie, 2	Callaway
Self, Leone, 2	Callaway
Sell, Ollie, III	Polk
Sessen, Pauline, 1	Howell
Shacklette, Inez, II	Texas
Shadburne, Helen, IV	Greene
Shannon, Inez, II	Webster
Shannon, Lela, 2	Newton
Sharp, Maude, 1	Dallas
Shattuck, Ruth, IV	Greene
Shaw, Myrtle, 1	Pulaski
Shaw, Ruth, 1	Dade

Name	County
Shelton, Byrd, 2	Henry
Shelton, Irma, II	Greene
Shelton, Mamie R., 1	Polk
Sherman, David O., 1	Greene
Sherrow, Grace, III	Greene
Shipley, W. W., 1	Cooper
Shipley, Mrs. W. W., IV	Cooper
Shipman, B. B., 1	Greene
Shipman, Winnie, IV	Greene
Shockley, Lucile, III	Greene
Shoop, Cora, 2	Crawford
Showers, Elizabeth, I	McDonald
Short, Florence, I	McDonald
Short, Kate, I	McDonald
Shouse, Mildred, 1	Dade
Shover, Madge, 2	Dallas
Shryock, Flora, 1	Lawrence
Siebs, Hilda, IV	Greene
Sievers, Grace, I	Laclede
Simmons, Marie, 1	Greene
Simmons, Nell, 1	Wright
Simpson, Agnes, III	St. Clair
Sims, Ethel, II	Jasper
Sims, Meda, IV	Barry
Sims, Ruie, 1	Howell
Sitton, Davie, III	Oregon
Sitze, Rena, IV	Webster
Skouby, Chas., 2	Gasconade
Slagle, Ada, III	Polk
Sloan, Bernice, 1	Dade
Sloan, Corinne, 1	Washington
Slusher, Bertha, 1	Camden
Slusher, Pauline, III	Camden
Small, Alma, III	Newton
Small, Lydia, III	Newton
Smay, Lola, III	Polk
Smith, Claude, IV	Shannon
Smith, Cordia, III	Greene
Smith, Ethel, 1	Barry
Smith, Gertrude, III	Shannon
Smith, Irris, IV	Greene
Smith, Jessie, I	Laclede
Smith, Mrs. Mabel, 2	Phelps
Smith, Madeline, III	Greene
Smith, Nettie, 1	Barry
Smith, Velma, 1	Lawrence
Smith, W. E., 2	Greene
Smock, Isabel, III	Vernon
Sneed, Nora, 1	Greene
Snoe, Sylvia, I	Laclede
Somers, Marjorie, 2	Greene
Southard, Julia, III	Laclede
Spence, Jonathan, 1	Vernon
Spencer, Helen, 2	Jasper
Spencer, Lois, 1	Greene
Spencer, Pearl G., III	Shannon
Spillman, Truella, 1	Lawrence
Spradling, Myrna, I	Crawford
Spriggs, Irma, 4	Lawrence
Springer, Lucile, I	Stone
Stacy, Martha, II	Greene
Stalcup, Effie, 1	McDonald
Standley, Iva, 1	Jasper
Stanton, Grace, II	Greene
Stater, Laura, III	Crawford
Stateson, Ruth, 1	New Mexico
Steinert, Edrel, I	Greene
Stephens, Edoline, 1	Barton
Stevens, Bessie, III	Ozark
Stevens, Fannie, III	Morgan
Stevens, Genevieve, 1	Pulaski
Stevens, Opal, III	Ozark
Stewart, Rae, 1	Polk
Still, Grace G., 1	Vernon
Stinnette, Florence, III	Christian
Stires, Fay, III	Taney
Stites, Nell, 2	Pulaski
Stith, Lura, 1	Jasper
Stockard, Chole, 3	Greene
Stockard, Orpha, 3	Greene
Stogsdill, Emma, I	Webster
Stone, Eunice, III	Greene
Stovall, Blanche, 2	Franklin
Strain, Lillian, 1	Greene
Strain, Lucy, III	Taney
Straley, Grace, 1	Greene
Strong, Ethel May, 1	Polk
Sullivan, J. C., 3	Callaway
Sullivan, Mrs. J. C., 1	Callaway
Sullivan, Kate, III	Newton
Suttle, Harry, I	Greene
Sutton, Nettie, 1	Lawrence
Swanson, Lida, 1	Greene
Swartout, Edna, 1	Wright
Swezea, Carter, 1	Carter
Swindler, Ruth, II	Greene
Swisher, Ada V., 2	Saline
Talbert, Harry, III	Barry
Taylor, Freda, III	Howell
Temple, Stella, I	Texas
Templeton, Marie, 2	Polk
Templin, Alice E., I	Jasper
Terry, Ruth, II	Bates
Teter, Ruby, 2	Jasper
Tetrick, J. W., 2	Vernon
Tharp, Chester, I	Wright
Tharp, Gladys, 1	Polk
Theurer, Ruby, 2	Jasper
Thomas, Bernice, 2	Greene
Thomas, Fay, III	Oregon
Thomas, Kate, II	Barry
Thomas, May, 1	Oklahoma
Thomas, Sallie, III	Stone
Thomas, Theodore, 1	Webster
Thomas, Mrs. Theodore, 1	Webster
Thomas, Zella E., III	Dallas
Thompson, Anna Lee, 2	Greene
Thompson, Helen, 1	Oregon
Thompson, Mary E., I	Greene
Thompson, Orion, II	Stone
Thompson, Ursula, IV	Stone
Thomson, Edgar W., 2	St. Clair
Thomson, Laura, 2	St. Clair

Name	County
Thomson, O. G., 1	Pulaski
Thornberry, Susie, 1	Stone
Thornhill, Clara, 1	Dent
Thornhill, Gladys, III	Jasper
Thornhill, Lydia, 2	Jasper
Thornton, Katherine, 1	Vernon
Thorson, Esther, 1	Greene
Thurmond, Forestine, 2	Greene
Tiffany, Edna, 2	Greene
Tilley, Cressie, 1	Dallas
Tillou, Aliene, 2	Greene
Tombleson, Alice, 1	Wright
Timmons, Mabel, 1	Barry
Tinsley, Bettie, III	Greene
Todd, Helen, IV	Greene
Tracy, Madge, 1	Dalas
Trentham, Orin, III	Greene
Trevitt, Helen, 1	Greene
Trogdon, Mabel, II	Greene
True, Jessie, I	Dallas
Tucker, Florence, II	Greene
Turk, Kate, III	Vernon
Turner, Helen, III	Dallas
Turner, Leslie, 1	Christian
Turner, Loreine, III	Greene
Turner, Maurice, II	Laclede
Turner, Verba, I	Laclede
Turrentine, Evans, 1	Lawrence
Ueberle, Ellen, 1	St. Charles
Upham, Mary, 2	Arkansas
Upham, Ruth, 1	Arkansas
Underwood, J. C., 1	Pulaski
Van Divort, Vivian, III	Phelps
Van Matre, Pearl, IV	Greene
Veasman, Irene, III	Maries
Veasman, Sarah, 1	Maries
Vermilion, Vida, II	Laclede
Vieten, H. E., II	Laclede
Voris, Grace, II	Polk
Wade, Ada, 2	Stone
Walker, Bradford, 2	Wright
Walker, Cletys, 1	Greene
Walker, Ed., E., 2	Greene
Walker, Fay, 1	Greene
Walker, Helen, 4	Greene
Walker, Mildred, III	Howell
Walker, Thelma, III	Greene
Wallace, Edith, 1	Laclede
Wallace, Virginia, 1	Jasper
Walton, Ora, 4	Greene
Warren, Ruth, 3	Dade
Warren, Ruth, 1	Howell
Washington, Cora, II	Howell
Watson, Amis, 1	Polk
Watson, Beulah, 2	Barry
Watson, Ed., 3	Greene
Watson, Jewell, IV	Greene
Weatherford, Charlotte, 2	Webster
Webb, Dewey, I	Laclede

Name	County
Webber, Clella, 1	Christian
Webster, Edith, 1	Howell
Weidman, Ruby, 2	Barton
Welch, Ira H. R., 4	Howell
Welch, Mrs. Ira H. R., 3	Howell
Wensel, Mabel, 3	Douglas
Wenzel, Tillie, II	Maries
Wenzel, Tressa, II	Maries
West, Marie, III	Greene
West, Martha, 2	St. Louis
Whaples, Marjorie, 1	Greene
Wheatley, Mary, III	Greene
Wheeler, Bertha, 2	Dade
Wheeler, Gayle, 1	Dade
Wheeler, Madge, 1	Harrison
Wheeler, Ruby, 1	Greene
Whirrey, Frank, I	Stone
Whitaker, Anna, I	Phelps
White, Anna, II	Webster
White, Nora, I	Newton
White, Raymond, 4	Greene
Whitesel, Marie, 1	Jasper
Whitesel, Myrtle, II	Cedar
Whitwam, Gertrude, I	Greene
Wickersham, Lucile, IV	Greene
Wiley, Mae, III	Greene
Wilhoit, Alta, II	Ozark
Wilkerson, Ada, III	Taney
Wilkerson, Everett, II	Greene
Wilkes, Gladys, III	Lawrence
Willard, Reuben, IV	Oregon
Willeford, Lucy, 1	Phelps
Williams, Fenton, III	Stone
Williams, Frankie, 1	Webster
Williams, Helen, III	Barton
Williams, Harvey, I	Greene
Williams, Leslie, I	Greene
Williams, Mabel, I	Webster
Williams, Opal, III	Miller
Williams, Sophia, IV	Texas
Williams, Una, 2	Barton
Williamson, Hattie, 2	Butler
Wilson, Bonnie L.	Stone
Wilson, Cora E., 2	Barton
Wilson, Dora, 1	Greene
Wilson, Daisy, I	Laclede
Wilson, Homer, I	Laclede
Wilson, Jewell, 1	Webster
Wilson, Laura, III	Taney
Wilson, Mary, 1	Greene
Wilson, Nellie, II	Hickory
Winders, Ethyl, 1	Vernon
Wingo, Parker, II	Dallas
Winton, Harriet, 2	Greene
Wirt, Elsie, 1	St. Clair
Wise, Brady, 1	Vernon
Wise, H. A., 3	Jasper
Wise, Mrs. H. A., 2	Jasper
Wisecarver, Alta, III	Shannon
Witt, Edna, 1	Lawrence
Wolf, Kate, 1	Stone
Wood, Hazel, 2	Jasper

Name	County
Wood, Myrtle, I	Texas
Woodbury, Katherine, 1	Jasper
Woolford, Chloe, III	Oregon
Woolford, Lulu, 1	Greene
Wooten, Flo, 1	Lawrence
Wright, Alma, 4	Webster
Wright, Effie, II	Barton
Wright, Emma, I	Polk
Wright, Nora, 2	Dallas
Wrinkle, Opal, 2	Pulaski
Wyrick, Eunice, IV	Pulaski
Yandell, Shirley, III	Taney
Yeoman, E. L., 1	Douglas
Young, Agnes, III	Greene
Young, Elizabeth, 1	Lincoln
Young, Katherine, IV	Greene
Young, Paul, II	Greene
Young, Ray, III	Webster
Younger, Cletis, 1	Cedar
Zinn, Vada, I	Barry
Zook, D. E., 4	Phelps
Zook, Mrs. D. E., 4	Phelps
Zulauf, Cloe, 2	Howell
Zumwalt, Eula, III	Pulaski

The figures indicate the grade of work done by the student. Roman figures show high school grade and Arabic figures show college grade.

STATE NORMAL SCHOOL, SPRINGFIELD, MO.

Grades for Entrance and Advanced Standing

Date_____ 191___

I Hereby Certify that_____

has completed in the_____ High School,

the work indicated below. I further certify that_____ { is / is not } a graduate and that

_____ entered_____ 191___, and attended_____ months.

CUT OUT, HAVE FILLED AND SEND IN OR BRING IT WITH YOU

		SUBJECT	NUMBER WEEKS STUDIED	NUMBER TIMES PER WEEK	LENGTH OF RECITATION	GRADE
ENGLISH	1ST YEAR					
	2ND YEAR					
	3RD YEAR					
	4TH YEAR					
MATHEMATICS	1ST YEAR					
	2ND YEAR					
	3RD YEAR					
	4TH YEAR					
HISTORY	1ST YEAR					
	2ND YEAR					
	3RD YEAR					
	4TH YEAR					
LATIN	1ST YEAR					
	2ND YEAR					
	3RD YEAR					
	4TH YEAR					

(OVER)

	SUBJECT	NUMBER WEEKS STUDIED	NUMBER TIMES PER WEEK	LENGTH OF RECITATION	GRADE
GERMAN	GRAMMAR AND COMPOSITION				
	LITERATURE Indicate Authors and Amount Read				
SCIENCE	AGRICULTURE				
	DOMESTIC SCIENCE				
	BOTANY				
	ZOOLOGY				
	CHEMISTRY				
	PHYSICS				
	PHYSIOGRAPHY				
ART	MANUAL TRAINING				
	DOMESTIC ART				
	DRAWING				
	MUSIC				
EDUCATION	SCHOOL MANAGEMENT				
	PSYCHOLOGY				
	LIFE PROBLEMS				
	Subject Matter and Method				
	METHODS AND OBSERVATION				

Signed_____ Principal.

GENERAL REMARKS

Where the student has been given credit for subjects completed in another school, such subjects should be included in this certificate with the name of the school in addition to the information called for by the blank form.

UNIVERSITY OF ILLINOIS-URBANA
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